

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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Author and Publisher

Clark L. Wilson, Ph.D  
Fellow, Division 14 APA

Box 471  
New Canaan, CT 06840

**PRINCIPLES FOR THE VALIDATION AND USE OF  
PERSONNEL SELECTION PROCEDURES**  
**SECOND EDITION**

Division 14's Executive Committee has adopted the *Principles for the Validation and Use of Personnel Selection Procedures (second edition)* as the official statement of the Division concerning procedures for validation research and personnel selection. **Bill Owens** and **Mary Tenopyr** were co-chairs responsible for this edition; an advisory panel of 24 experts participated in the revising and updating of the 1975 Principles. The purpose of this new edition is to specify principles of good practice in the choice, development, and evaluation of personnel selection procedures.

Each member of Division 14 has received a copy of the *Principles*. Additional copies can be obtained from **Virginia R. Boehm, SOHIO, 1521 Midland, Cleveland, OH 44115**. The price schedule is: \$4.00 each for 1-9 copies, \$2.50 each for 10-49 copies, and \$2.00 each for 50 copies and up.

**SPECIAL ANNOUNCEMENT:  
Edwin E. Ghiselli Award**

The **Edwin E. Ghiselli Award** will replace the James McKeen Cattell Award as the designation for the best proposal for research in I/O Psychology. Named after one of the chief proponents of a broad approach to research in I/O Psychology, the Ghiselli Award will become a symbol of excellence for those who earn it.

The Ghiselli Award needs to be funded by I/O Psychologists and their organizations. Each I/O Psychologist should feel the necessity to contribute at least \$10.00 for the establishment of the Ghiselli Fund and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is as important as anything else we support because it looks to the future; the award is for proposals, not accomplishment.

Send contributions or make pledges to the Secretary-Treasurer, **Virginia R. Boehm, Standard Oil Company, Midland Building, Cleveland, Ohio 44115**, today. All contributions should be made out to "Ghiselli Fund." All contributions are tax deductible. Let's make this happen by showing our commitment to research.

**A Message From Your President**

**ART MacKINNEY**

Seems like I just started my term as President and now I am writing my final column for *TIP*. It has a bittersweet quality; it has been a great year for me, but I am not unhappy to see it pass.

I would like to report on a potpourri of specific items that seem to need some reinforcement. You no doubt will see more of these items both in the pages of *TIP* and elsewhere over the coming months.

We continue to push the China exchange. **Gini Boehm, Eric Prien**, and I have now sent 14 copies of a proposal to various possible funding sources, but with no feedback to report yet. We are hopeful that at least some assistance might be forthcoming to allow an exchange of Division leadership with counterparts in the P.R.C. during 1983 and 1984.

With the considerable help of your Executive Committee, I have responded with some vigor to the proposals from the APA Board of Professional Affairs (BPA) in regard to "recognition" of specialties in psychology. The proposal from BPA called for a very substantial process of application, review, recognition, re-application, re-review, etc. I understand that the responses from all the presently-established applied specialties in psychology were pretty negative and the approach will either be abandoned or modified substantially.

And speaking of BPA: their latest foray is a proposal to allow psychologists use of physical interventions. Our Professional Affairs Committee has reviewed the proposal, finds it wanting, and we are now in the process of once again trying to blast some ideas loose from the health care element in APA. That round hasn't been fired yet, so I can't report on whether it landed as intended. More later, from my successor probably.

Since most of our "within APA" problems seem to originate with BPA, I regard it as a hopeful sign that **Dick Campbell** and I, along with elected officers of some other divisions, have been invited to meet with BPA during the upcoming annual meetings. This is billed as improving communication and acquaintance not only with BPA but also with other divisions. And perhaps you know that **Milt Hakel** has been elected to BPA.

Elsewhere in this issue you will read about our adventures in carrying out the membership mandate to incorporate the Division. To state it mildly, it has been a learning experience. In any event, our ad hoc Incorporation Committee (**Dick Campbell, Gini Boehm, Jack Bartlett, Irv Goldstein**, and myself) has the process underway toward (1) establishing the legal entity, Society for Industrial and Organizational Psychology, Inc., (2) establishing our status as a tax exempt organization, and (3) establishing an accounting and auditing procedure that will meet the needs for annual reporting.

If all goes as planned, this issue of *TIP* will carry the Division's paper which compares the *Uniform Guidelines* with our *Principles*. In my judgment this is a very valuable and important contribution not only to professional practice in our field but for the aid of many in other fields whose work touches ours. We all owe our thanks for this effort to the ad hoc Committee who drafted the paper: **Jack Bartlett, Milt Hakel, and Don Grant**.

You should also be alert for a new revision of the Division's policies in regard to doctoral education. The Education and Training Committee, under

Chairman **Rich Klimoski**, has worked through several drafts of the current revision, and my sense is that they are quite close to a final form acceptable both to the Committee and to the Division's Executive Committee. This is a badly needed document given that our last *Guidelines for Doctoral Education* is now badly out of date.

Finally, it gives great pleasure to note, as you see in this issue of *TIP*, that our Program Committee, under Chairman **Ed Levine** has put together a genuinely attractive program for the August Convention. See you there!

## 14 TIPBITS

SHELDON ZEDECK

This is my last issue as Editor of *TIP*. When I started out three years ago, I was hoping that *TIP* would serve as an informal communication outlet that would report on interesting TIPBITS and important information, and be a vehicle for dialogue and exchange of ideas and views. I would like to take this opportunity to thank the membership for helping me achieve my goal; your willingness to contribute, your patience when things went wrong, and your notes of support have been greatly appreciated.

As time went on, I also hoped that *TIP* would serve as a chronicle of the Division's events and activities. We have published lists of officers, changes in employment, correspondences, bylaws, interviews, honors received, and a host of other items that can ultimately be looked upon for their historical significance. I was particularly interested in reflecting the historical development of the Division, and therefore of I/O psychology, because it seemed to me that we had not done an adequate job of capturing the historic events and people influencing our professional lives. I was glad to receive "columns" from several members who listed I/O psychologists who had contributed to AT&T and to LIMRA. I hope that future issues of *TIP* would continue such a chronicling and that it not be limited to I/O psychologists in industry but academia as well.

Every once in a while a unique event occurs (e.g., the 50th anniversary of the Hawthorne studies, the 25th reunion of the Management Progress study in AT&T, the Innovations in Methodology Conference, etc.). These events have more than a scientific basis and represent milestones in our profession. We need to do a better job of recording our present; *TIP* is just one attempt to do so. Likewise, we need to do a better job of recording our past. Elsewhere in this issue is an example of documenting our living history. **Joel Moses** produced a special series of videotaped interviews with **Henry Murray**, **Donald MacKinnon**, and **Douglas Bray**. Joel has set an example of capturing how pioneers in our field went about evolving assessment centers. These interviews provide a living legacy of some of the unique contributors to our history. I would encourage other members to develop "documentaries" of our pioneers as well. One of my major regrets was my failure to obtain a permanent record of **Ed Ghiselli**'s history of our field when he gave a guest lecture to one of my classes several years ago. I would encourage our members to develop "documentaries" and submit their "profiles" to *TIP*. If we adequately recorded our past and present, it would certainly help me when I prepare my introductory lecture for the I/O course at Berkeley.

I would like to especially recognize and acknowledge particular individuals

who helped during my 3 year editorship. I want to express my appreciation to the Presidents (**Mary Tenopyr**, **Vic Vroom**, and **Art MacKinney**), members of the Executive Committees, and the Committee chairs for being supportive, cooperative, and usually on time with their messages and reports. I want to thank my Business Manager, **Larry Fogli**, for keeping a set of records that can withstand any audit. A special thanks to the excellent Editorial Board—**Bob Boldt**, **Irv Goldstein**, **Tove Hammer**, **Judi Komaki**, **Joel Moses**, **Laurel Oliver**, **Neal Schmitt**, **Jim Sharf**, and during the first year, **Jim Thurber**. I appreciated their adherence to the deadlines and their willingness to support Federal Express. Then there was **Sharon MacLane** and **Kurt DeStigter** who looked forward to helping me stuff envelopes with *TIPs* for those classes of recipients (subscribers, advertisers, coalition members, etc.) who did not receive their copies directly from the UC Berkeley mailing division (thanks to **Katie Carlson**); in return for their services, Sharon and Kurt received their "hot off the press" copies of *TIP*. A special measure of gratitude is expressed to **Joan Lewis** and the staff of the Institute of Industrial Relations at Berkeley who supported *TIP* by providing secretarial services and postage favors.

Finally, I want to express my sincere appreciation and gratitude to the UC Berkeley Printing Department and its design and production staff. They worked with me on every issue; interpreted my scribbles, understood the direction of my arrows, and were able to put together the "cut and pasted" copy that I brought to them. In total, it's been a great and enjoyable experience. I hope that the new editor, **Ann Howard**, has as much success as I did in putting together a staff that worked so well for three years.

### NEWS AND NOTES...

**Frederick Herzberg**, Distinguished Professor of Management at the University of Utah Graduate School of Business, has been named winner of the 1982 Dow Jones Award for distinguished educational service. This award, presented by the American Assembly of Collegiate Schools of Business, recognizes and honors an individual for "distinguished service or outstanding contribution in the field of collegiate education for business administration." Fred was cited as "...one of the most quoted and reprinted authors in the entire field of behavioral science as it applies to industry. His work focused on one of the important problems we have in society today—productivity—and so his writing and the teaching he has done are particularly timely."

The University of Georgia faculty honored faculty members who have shown outstanding creativity in research and the only psychologist to be so honored was **Bill Owens**. Bill was honored for "...his systematic and innovative series of studies on the problem of classifying peoples' behaviors. The notion that past behavior is the best predictor of future behavior is widely recognized, but it was not subject to careful, systematic research until he developed and verified his 'Developmental-Integrative Model.' Future historians of the social and behavioral sciences will undoubtedly record his work as a landmark in our understanding of human behavior."

**Simecha Ronen** has been named the "Lady Davis Visiting Professor" for the 1982-83 academic year at the Jerusalem School of Business, Hebrew University ... **H. Karl Springob** has been named director of the Laboratory of Psychological Studies at Stevens Institute of Technology. He is also research professor of management science at the college. **Dick Reilly** will be joining the I/O

psychology faculty (**Seymour Adler, J. Myron Johnson, R. Christopher Klemm, and Richard Skov**) in the Management Science Department at Stevens... **Judi Komaki** will be joining the psychology faculty at Purdue University... **Mickey Kavanagh** is returning to the north, to SUNY at Albany, where he will be Professor of Management... **Randy Schuler** is going to the Big Apple to join the NYU School of Business.

**Hal Kaufman** is now Director of the Research Program in Science, Technology, and Human Resources at the Polytechnic Institute of New York; this is in addition to being Director of the Organizational Behavior program. These Directors' roles are a relief after spending 10 years (through 4 recessions) writing his new book, "Professionals in Search of Work: Coping with the Stress of Job Loss and Underemployment." **George Wieland**'s book, "Improving Health Care Management: Organization Development and Organization Change," has been named a "Book of the Year" by the *American Journal of Nursing*... **Erwin S. Stanton**'s book, "Reality-Centered People Management: Key to Improved Productivity," has been named the 1982 Member Selection by the American Management Association... **Michael Perlson**'s new book, "How to Understand and Influence People and Organizations: Practical Psychology for Goal Achievement," will be shooting for next year's awards.

**Ron Shepps** has moved from Metropolitan Life to the position of Director of Educational Design and Evaluation at Coopers & Lybrand in Newark, N.J. ... **Allen I. Kraut** has been appointed manager of personnel research studies for corporate personnel staff at IBM... **Robert Miller** received a promotion to Principal in the Human Resources Group of Kearney, Management Consultants in Los Angeles... **Andrew Neiner** has accepted the position of Director of Personnel Research with LOMA... **Russ Leonard** has accepted a position as Vice President, Human Resources Planning and Development, at Bank of Virginia... **Barry Friedman** has assumed a new position, that of Senior Training and EEO Advisor, with Mobil Chemical in Rochester, NY.

Recent contributors to the Ghiselli Fund were **Joe Cranny, Jack Wiesen, and J. Richard Hackman**.

Finally, this editor will be taking his sabbatical from the University of California, Berkeley, and spend it with Dick Campbell's group at AT&T in Morristown, New Jersey (also the home of the new *TIP* editor, **Ann Howard**). If you're in the neighborhood, drop by and visit.

**THE DEADLINE FOR RECEIPT OF ITEMS FOR THE NOVEMBER ISSUE OF *TIP* IS SEPTEMBER 15, 1982**

Send all material, information, etc., to the new *TIP* editor, **Ann Howard, Manager—Basic Human Resources Research, American Telephone and Telegraph Co., 1776 On The Green, Room 48-2B47, Morristown, New Jersey, 07960**.

***TIP* Editors**

1964-65 Robert Perloff  
1965-72 John Boulger  
1972-76 Art MacKinney

1976-79 Michael J. Kavanagh  
1979-82 Sheldon Zedeck

## **PIONEERS IN ASSESSMENT**

**JOSEPH L. MOSES**

In the spring of 1982 I was privileged to conduct a series of interviews with **Henry Murray, Donald MacKinnon, and Douglas Bray**. These three pioneers in assessment are remarkable individuals who have made major contributions to psychology in general, and the evolution, development, and application of assessment centers in particular.

Henry Murray is best known for his work in the 1930's at the Harvard Psychological Clinic, which resulted in his classic book, *Explorations in Personality* published in 1938. His formulation of a theory of personality, his innovative development of measurement techniques, including the TAT, and his role in establishing the OSS assessment center program during World War II all were seminal mainsprings of modern psychology.

Donald MacKinnon studied under Murray at Harvard and was a member of the historic staff at the Harvard Psychological Clinic. Following this he joined another historic staff, the OSS, and served as Director of the original assessment center established at Station S. He was a major contributor, along with Murray, to the book *Assessment of Men*, published in 1948, which describes these pioneering assessment efforts. He founded the Institute of Personality Assessment and Research at the University of California at Berkeley in 1949 and served as its first Director. During this period he was intensely involved in assessing and studying highly effective individuals, particularly the study of creative people.

Doug Bray has been intensely involved with the assessment center movement for the past 25 years, and his work is one of the principal reasons that assessment centers have been so widely applied. His research efforts at AT&T, beginning with the pioneering use of assessment centers to study managerial behavior in the Management Progress Study, continue to shed light on human development. As principal investigator of the Management Progress Study, he has written extensively, and his book, *Formative Years in Business*, written with **Richard Campbell and Donald Grant**, describes just a small part of the rich reservoir of data which is present in this study.

Henry Murray first studied Medicine and received an M.D. followed by a Ph.D. in Biochemistry. Trained as a physician, he met Carl Jung in the 1920's and was formally trained as a psychoanalyst. Murray was selected to be a member of the Harvard Psychological Clinic and became its Director in 1929. The Clinic attracted many pioneering researchers, each interested in studying different aspects of personality. Murray helped integrate this research by providing a common subject pool, and these 50 Harvard students became the sample studied and reported in *Explorations in Personality*.

Murray's training in medicine and his focus on a global perspective of the person resulted in adapting the procedure of medical grand rounds to what became known as the Diagnostic Council. Here aspects of each student's personality were integrated—reports from the interviewer, from the various experiments, and from personality and projective data. The interviewer was charged with preparing a final summary on each individual. One has but to read the case study presented in *Explorations in Personality* to get a feel for the richness of this input. It was this global rather than an atomistic perspective that set the tone for future assessment integration seminars. Here

too, are the origins of integrating multiple sources of data rather than relying on a single procedure or technique.

Just prior to World War II, a second "Explorations" study was conceived and a three-year study of another group of 50 students was proposed. With Pearl Harbor, the staff scattered to various wartime assignments. Many eventually ended up working for Murray as part of the OSS, including Don MacKinnon.

With the need for evaluating specific behavior, the measurement techniques used at Station S were expanded from those used at Harvard. Adapting the notion of leadership simulations suggested by a German psychologist, Simmonheit, a legacy of creative ways of looking at behavior was introduced. Some had their origins in the research at Harvard; others were adapted to meet the unique needs of the OSS. Just as *Explorations in Personality* integrated the findings of the Harvard Psychological Clinic, the *Assessment of Men* captures the same for the OSS experience.

Following World War II, two evolutionary trials of assessment were established in the U.S. Don MacKinnon established an assessment center at the Institute of Personality Assessment and Research. He was invited during the summer of 1946 to teach at Berkeley, and plans were made to obtain the funding to establish an assessment center at Berkeley. The center originally used techniques very much like techniques employed at Station S. However, field exercises were replaced with debates, group tests, and city planning exercises. The Diagnostic Council was replaced by other staff consensus methods, including an adjective checklist and the Q sort. MacKinnon was the first to focus using assessment centers with a specific population, the creative individual. These pioneering efforts are reported in an excellent summary of his writings, *In Search of Human Effectiveness*, published in 1978.

A few years after assessment began at IPAR, the first industrial use of this method was initiated. In 1956 Doug Bray was hired to start a longitudinal research study at AT&T. Bray had read the *Assessment of Men* and was interested in using assessment techniques in his study. The OSS work had been reviewed in a *Fortune* magazine article, "A Good Man is Hard to Find" in 1946 and was familiar to those key managers at AT&T involved with Bray's work. The first Management Progress Study assessment center, located at the Barlum House in St. Clair, Michigan, was conducted during the summer of 1956. The OSS assessment techniques were again modified for use in business settings. Group exercises replaced the field simulations, In-Baskets were added, and new dimensions were measured, but the spirit of integrating multiple sources of data in a comprehensive assessment of the individual was retained.

Managers at Michigan Bell were so impressed with the research assessment center that they requested an operational program which could be used to select foremen. A special version of the research assessment center, adapted so that it could be used by trained lay assessors, rather than by psychologists, was initiated in 1958. Other organizations such as Standard Oil of Ohio, Sears, and IBM began to use assessment for internal staffing. And, so the assessment center movement began.

In retrospect, the evolution of assessment centers did not follow a linear progression, even when viewed through the eyes of these pioneers. In actuality, outside events often resulted in remarkable products. What was most significant to me was the ability of each of these psychologists to respond to these



From left to right:  
Joel Moses, Doug Bray, and Henry Murray



Don MacKinnon

events with a plan of action. While the strategy varied as a function of the event, research and implementation were skillfully melded, rather than posed as an "either-or" issue.

Each of these pioneers has received great recognition. Murray has received many awards and will receive the American Board of Professional Psychology's award for Distinguished Service to the Profession of Psychology at APA this year. MacKinnon was recipient of APA's Richardson Creativity Award in 1967. Bray was the first recipient of Division 14's Professional Practice Award in 1977 and received APA's Distinguished Contribution to Applied Psychology as a Professional Practice Award in 1980.

The videotaped interviews were shown at the 10th International Congress in Pittsburgh this June and will be shown at the ABPP award ceremony this fall. Plans are being made to share the tapes with other colleagues as well. If you are interested in seeing the tapes, please contact **Joel Moses** at 201-540-6919 for further information.

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## Pearlman and Gardner Win Dissertation Awards

The Scientific Affairs Committee is pleased to announce the winners of the 1982 Wallace Dissertation Award. The first place winner is **Dr. Kenneth Pearlman** for his dissertation, "The Bayesian Approach to Validity Generalization: A Systematic Examination of the Robustness of Procedures and Conclusions." Honorary mention goes to **Dr. Donald G. Gardner** for his dissertation, "An Empirical Test of Activation Theory-Based Predictions About the Effects of Variations in Task Design on Psychological, Physiological and Behavioral Responses of Task Performers."

Kenneth Pearlman received his B.A. Degree in Psychology from Catholic University in Washington, D.C. in 1974. Since then, he has been a Research Psychologist in the Office of Personnel Research and Development of the U.S. Office of Personnel Management. He has also been a consultant on differential validity, test fairness and validity generalization to such companies as AT&T and Sears Roebuck. He completed his doctoral work in industrial/organizational psychology at George Washington University in 1981. Ken has already made a significant contribution to industrial psychology, having published articles in *Psychological Bulletin*, *Journal of Applied Psychology*, and *Personnel Psychology*.

Ken's dissertation addresses the statistical and methodological robustness of the Bayesian approach to validity generalization—i.e., the ability to generalize selection procedure validation results across different jobs and settings. He hypothesized and found that validity generalization would be unaffected by procedural variations, violations of assumptions, potential moderator effects across different jobs, and different bases for combining validity data from different jobs. The study greatly strengthens conclusions from earlier research that validity is not situationally specific and validity generalization is pervasive. It also simplifies procedures for demonstrating validity generalization. Ken is currently studying the degree to which alternate job grouping strategies moderate the validity of selection procedures. He is also continuing his research on Bayesian methods of validity generalization applying the techniques to additional occupational areas.

Don Gardner completed his B.S. Degree at Carroll College in 1977 (cum laude), majoring in biology and psychology. After working for a management consulting firm for a year following graduation, he continued his education at the Krannert Graduate School of Management at Purdue University. He completed his Ph.D. there in the area of organizational behavior in 1981. He is presently an Assistant Professor of Management and Organization at the University of Colorado—Colorado Springs.

In his dissertation, Don revised activation theory to consider any deviation (positive or negative) of experienced activation level from the optimal level of activation as a determinant of job strain. He predicted that certain physiological and psychological variables would moderate sensitivity to stimulation, and he contrasted activation theory to the job characteristics model. An experiment showed that activation theory may be a viable explanation for the process that intervenes between job stressors and strain.

Don's current research interests involve field and laboratory tests of activation theory as an explanation for the effects of job and organizational variables on responses of job performers. Presently, he is developing a comprehensive self-report measure of major components of the job stress phenomenon. He also has secondary research interests in sex discrimination, information processing and student evaluations of teaching.

## EVENTS IN THE TRAINING WORLD

IRWIN L. GOLDSTEIN

What's happening in the training world which is likely to effect research developments for the next ten years? Of course, such predictions are always dangerous. However, since it's always fun to speculate, this column is devoted to a few of the recent happenings.

One series of articles has implications for training research conducted in real work settings. As we all know, these environments often conspire against the best of our research intentions because of small sample sizes or because appropriate control groups are not easily obtained. Many of us have noted the importance of developing research strategies which will permit us to gain information concerning the effects of interventions such as training so we will know where and how to revise our programs. While most of these problems remain, it is interesting to note that there is a growing list of authors who are thinking about such problems. One set of approaches involves within subject single case designs. Many of these designs are especially useful in situations involving small sample sizes. An example of this approach can be found in an article by **Komaki, Heinzmann and Lawson** (1980) analyzing training and feedback for a safety program. **Komaki** (1977) has also published a general article describing these strategies.

Another interesting series of reports has begun to appear concerning the use of self-assessment techniques as a procedure to evaluate individual progress in a training program. The principle is that if trainees are given carefully specified information concerning what they are to learn in training, then it might be possible for the trainees to assess their own learning progress. At this point in time, there is very little information about these types of measures and how they relate to other measures of training or on the job performance. One interesting laboratory study (**Hunt**, 1982) did find persons who self-assessed their performance on a learning trial tending to acquire information about the names of tools at a faster rate. Persons who have been concerned with continuing education of individuals in professional jobs have also begun to explore the possibility of using self-assessment techniques. Obviously, there is much to learn about the characteristics of these responses but it does appear that we will soon be hearing more about this topic.

One aspect of the self-assessment response mentioned above is that the individual must be able to self-assess on the knowledge, skills and abilities related to the objectives of the training program. This, of course, relates to the age old problem of the design of needs assessment procedures which are appropriate for the design of training programs. Interestingly, the 1982 APA meetings in Washington, D.C. will have a Division 14 symposium entitled "Training needs assessment: For what purpose?" Thus, it looks as if this topic is also receiving some needed attention.

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(Editor's Note: The following report is reprinted from the May 1982 Division 5 newsletter, *The Score*, with permission of the author. This issue of *TIP* went to the printer before the June 24-27 meeting; comments on this meeting will appear in the November 1982 issue of *TIP*.)

## REPORT ON TEST STANDARDS REVISION

MELVIN R. NOVICK

### Introduction

At the next meeting of the Joint AERA/APA/NCME Committee for Test Standards Revision, a vote will be taken on the first full preliminary draft of the 1984 Standards. This meeting is scheduled for June 24-27, 1982 in Iowa City, Iowa. Following this meeting, the preliminary draft will be made available on a confidential basis to all of the advisors to the Revision Committee. Comments from the advisors will be due on August 1st. At its September 24-26, 1982 meeting, the Committee will vote on a revision of the new Standards and these will then be made available for public review early in October. Public hearings are tentatively scheduled for November 19th in Washington, D.C. The Committee will meet again in early February to complete its final document. Following the February meeting, the Standards will be sent to the three sponsoring organizations for ratification. This process is expected to be completed in August of 1983 with publication to follow in January of 1984.

In discharging its duties the Standards Revision Committee is carefully following its charge from the three sponsoring organizations contained originally in the report of the Joint Standards Review Committee. In the report it was emphasized that the new Standards:

1. should be a statement of technical requirements for sound professional practice and not a social action prescription. While committee members agreed that the Standards must be responsive to current social, legal, and political concerns, they also believed that the Standards should focus on the professional practice of testing in these areas and on the documentation necessary to assess the soundness of such testing. Such documentation would make it easier for others to address social, legal, and political concerns from a sound technical basis.
2. should provide specific rules by which to determine the technical adequacy of a published test, the appropriateness and propriety of given applications of the test, and the reasonableness of inferences based on given uses of the test.
3. should embody a strong ethical imperative, though it was understood that the Standards cannot enforce such an imperative. Nevertheless, a clear statement in explicit behavioral terms of professional requirements in the Standards should make it easier for professional associations, government enforcement agencies, and the courts to enforce the Standards to the extent that seems desirable. It should also make it easier for concerned professional workers to conform to the spirit and intent of the Standards.
4. should recognize that all standards will not be uniformly applicable across a wide range of applications, users, test instruments, and procedures. Different standards will be required for different classes of test users, depending upon the intended domain of application.

### Outline

The 1984 Standards will consist of a Preface, Introduction and 19 chapters whose titles are as follows:

1. Standards for Reliability and Measurement Error
2. Standards for Test Comparability and Equating

3. Standards for Test Validation in Educational and Employment Selection, Classification and Placement
4. Standards for Differential Predictability, Bias and Fairness in Testing
5. Standards for Test Development, Norming, Scaling and Test Revision
6. Standards for Test Administration, Scoring, Score Reporting and Score Access
7. Standards for Technical Manuals, Administrators' Manuals, and Users' Documentation
8. Standards for Test Use in Personnel Selection, Promotion and Classification
9. Standards for Test Use in Educational Admissions and Placement
10. Standards for Test Use in Professional Licensure and Certification
11. Standards for Test Use in Individual Clinical Assessment, Diagnosis and Evaluation
12. Standards for Test Use in Counseling and Guidance
13. Standards for Competency Testing in Education
14. Standards for Test Use in Educational Program Evaluation and Policy Decision-Making
15. Special Requirements for Testing People with Handicapping Conditions
16. Special Requirements for Testing When Age Differences are a Concern
17. Special Requirements for Testing When Linguistic and Cultural Differences Are a Concern
18. Special Requirements for Testing for Special Education
19. Special Requirements for Computerized Adaptive Testing

### Components of Validity

The 1984 Standards will emphasize that there are three components to every test validation. These three components are Content Validation, Construct Validation, and Criterion-Related Validation. A test will be considered valid only if some appropriate mixture of each of these three components of validation have been provided. The emphasis on the three components of validation will vary depending upon proposed test use, and the overall validation strategy will depend heavily on work done in test development. It will be emphasized that a statistically significant criterion correlation will be insufficient to assert that a test is valid for a particular purpose. Questions of differential validation for racial, ethnic, and gender groups will be related strongly to previous research and to the past history of the particular test or the item types used in the test.

### Validity Generalization

The Standards Revision Committee has agreed to take a strong stand in support of well-documented validity generalization. However, the Committee, with the concurrence of several of its most eminent advisors, is not supportive of any concept of validity universality. The Committee has emphasized that criterion-related validity should focus more on regressions than on correlations and, in particular, that statistically significant differences in correlations are not adequate in themselves to provide for validity or validity generalization.

### User Documentation

The major addition to the new standards will be in the area of standards for test use and test-user documentation. Because educational testing is now thought of as a public function and because of the demand for documentation of proper test use in employment selection by federal agencies, the Committee will prove standards for user documentation. An attempt is being made to specify the appropriate required level of user documentation dependent upon the scope of use of a particular test and the potential harm to examinees. In areas in which a consensus does not exist in the field, the committee is indicating, in advisory standards, what it considers to be the appropriate scientific position. Particular attention is being paid to testing of persons with handicapping conditions and testing where age differences are a concern.

#### Coordination with Uniform Guidelines

The Board of Scientific Affairs of the American Psychological Association at the request of the General Accounting Office has encouraged the Standards Revision Committee to coordinate its work with the soon-to-begin work on revision of the Uniform Guidelines for Employee Selection Procedures. A subcommittee of the Test Standards Revision Committee consisting of the Chair of that committee and two members (**John Campbell** and **Robert Linn**) will undertake this coordination process. These three persons are highly experienced in test use as signified by their membership on the Defense Advisory Committee on Military Personnel Testing. To insure that the views of the APA Committee on Psychological Tests and Assessment are represented in the revision of the Uniform Guidelines, **Charles Hulin**, past Chair of the Testing Committee, has been appointed as a liaison between the Test Committee and the Standards Revision Committee and will serve as a member of the liaison subcommittee.

#### Committee Members

The following persons are members of the Joint Test Standards Revision Committee: **John Campbell**, **Goldine Gleser**, **Robert Linn**, **George Madaus**, **Melvin R. Novick** (Chair), **Barbara Pedulla**, **Susan W. Sherman**, **Richard Snow**, **Carol Tittle**, **Concepcion Valadez**, and **LaMonte Wyche**.

Minutes of the Standards Revision Committee meetings are available from the committee's professional associate, **Catherine O'Bryant**, at the APA Office of Scientific Affairs.

#### ANNUAL REVIEW: CALL FOR PAPERS

**Sheldon Zedeck** and **Wayne Cascio** are preparing the chapter on personnel selection and placement for the *Annual Review of Psychology*, Vol. 35, February 1984. The time period to be covered is from January 1981 through December 1982. Authors are urged to send two (2) copies of pertinent pre-publication copies to **Sheldon Zedeck**, **Dept. of Psychology, University of California, Berkeley, CA 94720**.

#### Call for Fellows

The Division 14 Fellowship Committee urges you to nominate qualified Members for APA Fellowship status. Any Division 14 Member may nominate, but the nomination must be supported by three APA Fellows, two of whom must be Division 14 Fellows.

For further information and appropriate forms, write to: **Paul W. Thayer, Psychology Department, 640 Poe Hall, North Carolina State University, Raleigh, North Carolina 27650**. The deadline for nominations is **November 1, 1982**.

#### PPSI COMMITTEE ACTIVITIES

##### MICKEY KAVANAGH

The Public Policy and Social Issues Committee has had a busy and productive year. We continued work on some projects initiated by last year's committee, and we began several new projects. The positive outcomes of this year's work are due mostly to the hard work of the committee members, who will be named in connection with their specific project.

**Sid Fine** continued working with unions in an effort to improve our (I/O psychologists) communications with union officials. **Art Brief** and **Joe Sgro** continued to work on ways in which we can improve communications between I/O psychologists and the judiciary. They are in contact with both the National Judicial College and *The Judges' Journal*. The National Judicial College is the leading judicial educational and training institution in the country, while *The Judges' Journal* is the newsletter published by the American Bar Association. We are planning to write articles concerning the activities of I/O psychologists that could be used in both contexts.

Our new activities in the area of International Programming have begun under the direction of **Bernie Bass**. There will be a symposium on international activities in I/O psychology at the annual APA meetings (see program elsewhere in this issue for exact time and place). This is an area which we see as quite important to the activities of Division 14, and it should receive continued attention. **Don Schwartz** has continued to work in the EEO area, and is in the process of developing a proposal that would involve I/O psychologists on a *pro bono* basis in certain discrimination cases. There will be more details on this project in the next issue of *TIP*.

**Don Mankin** has been working on a proposal for a project that would involve I/O psychologists in community action cooperatives and employee-owned firms. We see these types of organizations as increasing in importance, and I/O psychology can play an important role in their operation, both from consultative and research perspectives. Also, the PPSI committee has been closely coordinating with the APA Task Force on Psychology and Public Policy. **Mickey Kavanagh** has been appointed as the official liaison from Division 14 on this task force.

**Mickey Kavanagh**, with the help of some faculty and graduate students at Old Dominion University, has begun work on an Ethics casebook for I/O psychologists. There is an announcement concerning this casebook elsewhere in this issue, and we urge you to respond to this request for your help.

As a final note, you should realize that this is the last PPSI report you will see in *TIP* as our activities will be absorbed by the newly-formed External Affairs Committee. Nevertheless, if you have any interest or information about the activities in this article, please write to **Mickey Kavanagh, School of Business, SUNY-Albany, Albany, NY 12222**. I promise to send your letters to the chair of the External Affairs Committee.

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## CONVENTION PROGRAM

### DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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Washington, D.C.

Monday, August 23 — Friday, August 27, 1982

This Is Not An Official Program;  
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Note: Room assignments for each session are listed under their assigned times. Numbers in parentheses (e.g. 16, 16.1) are topic codes. See the APA program for details.

**MONDAY, AUGUST 23, 1982**

8:00-9:00 Caucus	COFFEE HOUR: THE I/O-O/B GRADUATE STUDENT CONFERENCE AND PRESENTATION OF THE WHERRY AWARD, <b>Elizabeth Berney</b> , University of Maryland, Chair.  Participants: <b>Les Bodian</b> , University of Maryland, Goals of Annual Graduate Student Conference (16). <b>Marc Sokol</b> , University of Maryland, The Paper Selection Process (16). <b>Doug Henne</b> , University of Maryland, Presentation of Outstanding Papers (16). <b>Gary Musicante</b> , University of Maryland, Robert Wherry, Sr. Paper Award (16).
9:00-11:00 Monroe	SYMPOSIUM: THE ADOPTION, IMPLEMENTATION, AND ROUTINIZATION OF ORGANIZATIONAL INNOVATIONS, <b>Neal Schmitt</b> , Michigan State University, Chair.  Participants: <b>James G. Emshoff</b> , Michigan State University. Innovational Processes: The Issues and the Research (16). <b>Rand Gottschalk and Neal Schmitt</b> , Michigan State University. Innovation Adoption in Organizations: An Empirical Investigation (16). <b>David Roitman and Jeffrey Mayer</b> , Michigan State University. Fidelity and Re-Invention in the Implementation of Innovations (16). <b>Philip Nickel and William S. Davison II</b> , Michigan State University. Routinization of Innovations: Incorporation of Innovations Into Standard Practice (16). <b>Craig H. Blakely</b> , Michigan State University. Organizational Innovations—What Have We Learned? (16).  Discussant: <b>Lawrence B. Mohr</b> , The University of Michigan.
11:00-1:00 Monroe	SYMPOSIUM: TRAINING NEEDS ASSESSMENT: FOR WHAT PURPOSES? <b>Kenneth Wexley</b> , Michigan State University, Chair.  Participants: <b>J. Kevin Ford</b> , Michigan State University, and <b>Steven P. Wrotten</b> , Ethyl Corporation, Richmond, Virginia. A Content Validity Ratio Approach to Determine Training Needs (16.1). <b>Richard J. Klimoski</b> , The Ohio State University. Needs Assessment for Managerial Development (16.1). <b>William H. Macey</b> , Personnel Research Associates, Inc., Arlington Heights, Illinois. Linking Training Needs Assessment to Training Program Design (16.1).  Discussant: <b>Irwin L. Goldstein</b> , University of Maryland.
1:00-2:00 International West	INVITED ADDRESS: MEASURING EMPLOYEE MOTIVATION (16.1), <b>Simcha Ronen</b> , Department of Management and Organizational Behavior, New York University, Chair.  Participant: <b>Raymond A. Katzell</b> , New York University.

2:00-3:00 Georgetown	SYMPOSIUM: WOMEN, WORK, WAGES: COMMENTARY ON NATIONAL ACADEMY OF SCIENCES REPORT, <b>Marilyn K. Quaintance</b> , International Personnel Management Association, Washington, D.C., Chair.  Participants: <b>Gary D. Gottfredson</b> , Center for Social Organization of Schools, The Johns Hopkins University. Equal Pay for Work of Equivalent Value: Prospects, Procedures, Problems (28.4,9). <b>Ernest J. McCormick</b> , Purdue University. Discussion of the Minority Report (28.4).  Discussant: <b>Mary L. Tenopyr</b> , American Telephone and Telegraph Company, Morristown, New Jersey.
3:00-5:00 Monroe	SYMPOSIUM: WHAT'S NEW IN I/O PSYCHOLOGY ABROAD? <b>Bernard M. Bass</b> , School of Management, State University of New York at Binghamton, Chair.  Participants: <b>Frank Heller</b> , Tavistock Institute, London. What's New in I/O Psychology in Britain (16). <b>Leopold Vansina</b> , International Institute for Organizational Development, Leuven, Belgium. What's New in Belgium and Other European Countries (16). <b>Roger Gill</b> , School of Management, State University of New York at Binghamton. What's New in Singapore, Malaysia, Indonesia, and Thailand (16). <b>Bernhard Wilpert</b> , International Institute of Management, Berlin. What's New in I/O Psychology in Germany (16). <b>H. Peter Dachler</b> , St. Gallen University, Switzerland. What's New in I/O Psychology in Switzerland (16).
5:00-6:00 Hemisphere	CONVERSATION HOUR: REVISED GUIDELINES FOR GRADUATE TRAINING IN I/O PSYCHOLOGY, <b>Herbert H. Meyer</b> , University of South Florida, Chair.  Participant: <b>Richard J. Klimoski</b> , Chairperson of Division 14 Education and Training Committee, The Ohio State University (16).
5:00-10:00 Jackson	DIVISION 14 OUTGOING EXECUTIVE COMMITTEE MEETING, <b>Arthur C. MacKinney</b> , Office of Academic Affairs, University of Missouri-St. Louis, Chair.
<b>TUESDAY, AUGUST 24, 1982</b>	
8:00-9:00 Map	COFFEE HOUR: ALTERNATIVES IN GRADUATE EDUCATION OF I/O PSYCHOLOGISTS, <b>Ross Stagner</b> , Wayne State University, Chair.  Participants: <b>Robert S. Mayer</b> , Wayne State University, Industrial/Organizational Psychology at Wayne State University: An Applied Model (16).

	<b>Jacqueline Landau</b> , Cornell University, The Industrial and Labor Relations Model at Cornell University (16).
	<b>Robert I. Sutton</b> , Institute for Social Research, University of Michigan, Organizational Psychology at the University of Michigan: The ISR Model (16).
	<b>David M. Van De Voort</b> , Ohio State University, Industrial/Organizational Psychology at Ohio State University (16).
	<b>David E. Bowen</b> , Michigan State University, The OB Option: Organizational Behavior at Michigan State University (16).
	Discussant: <b>Raymond A. Katzell</b> , New York University.
<b>9:00-11:00</b> <b>Jefferson East</b>	<b>SYMPORIUM: CURRENT PERSPECTIVES ON JOB APPLICANT TRAINING AND WORK EXPERIENCE EVALUATION</b> , <b>Ronald A. Ash</b> , School of Business, University of Kansas, Chair.  Participants: <b>Richard D. Arvey</b> , University of Houston. Experience Requirements in Personnel Selection: A Review of Legal Literature (16.1). <b>Ronald A. Ash</b> , School of Business, University of Kansas, and <b>Edward L. Levine</b> , University of South Florida. Job Applicant Training and Work Experience Evaluation: An Empirical Investigation (16.1, 18.2). <b>Edwin T. Cornelius, III</b> , College of Business Administration, University of South Carolina, and <b>Thaddeus W. Adamaszek</b> , Ohio Department of Administrative Services, Columbus, Ohio. A Comparison of Global Versus Focused Biographical Prediction Instruments (16.1, 18.2). <b>David M. Van De Voort</b> , Ohio State University. PAQ as a Source of Training and Experience Test Items (16.1, 18.2).  Discussant: <b>James C. Johnson</b> , State of Tennessee, Nashville, Tennessee.
<b>10:00-11:00</b> <b>Thoroughbred</b>	<b>OPEN FORUM WITH THE DIVISION 14 LONG RANGE PLANNING COMMITTEE</b> , <b>Richard J. Campbell</b> , American Telephone and Telegraph Company, Morristown, New Jersey, Chair.
<b>11:00-12:00</b> <b>Jefferson West</b>	<b>SYMPORIUM: RETIREMENT: PERSPECTIVES FROM ACADEMIA AND INDUSTRY</b> , <b>John W. Hamilton</b> , Dow Chemical U.S.A., Midland, Michigan, Chair.  Participants: <b>John C. Flanagan</b> , American Institutes for Research, Palo Alto, California. Psychological Factors Related to Retirement Policy and Practice (16.1). <b>B. von Haller Gilmer</b> , Virginia Polytechnic Institute and State University. The Psychological Problem Areas of Retirement (16.1). <b>John W. Hamilton</b> , Dow Chemical U.S.A., Midland, Michigan. Quality of Life in Retirement: Retiree and Spouse Perspectives (16.1). <b>Glen Phillips</b> , Aluminum Company of America, Pittsburgh, Pennsylvania. Advantages and Disadvantages of Early Retirement Decisions (16.1).

	<b>11:00-1:00</b> <b>SYMPORIUM: PSYCHOLOGICAL EFFECTS OF JOB CONDITIONS</b> , <b>Thoroughbred Michael L. Tushman</b> , School of Business, Columbia University, Chair.  Participants: <b>Robert A. Karasek</b> , Department of Industrial Engineering and Operations Research, Columbia University. Job Characteristics and Psychological Strain: Objective Tasks vs. Individual Differences (16, 33). <b>Gloria C. Gordon</b> , School of Public Health, Columbia University. Office Workers' Health and Well-Being Survey (16, 33). <b>Michael Frese</b> , University of Pennsylvania. Control as Moderator of Relationship Between Stressors and Well-Being (16, 33). <b>Carmi Schooler</b> , Laboratory of Socio-Environmental Studies, National Institute of Mental Health, Bethesda, Maryland. The Reciprocal Effects of Job Conditions and Personality (16, 33). <b>Chaya Piotrkowski</b> , Yale University. Job Conditions and Family Effects (16, 33).  Discussant: <b>Walter Nord</b> , School of Business, Washington University.
<b>12:00-1:00</b> <b>International West</b>	<b>DIVISION 14 S. RAINS WALLACE DISSERTATION AWARD PRESENTATION</b> , <b>Frank Schmidt</b> , U.S. Office of Personnel Management, Washington, D.C., Chair.  Participant: <b>Kenneth Pearlman</b> , U.S. Office of Personnel Management, Washington, D.C. The Bayesian Approach to Validity Generalization (16).
<b>1:00-2:00</b> <b>International West</b>	<b>DIVISION 14 JAMES McKEEN CATTELL AWARD PRESENTATION FOR RESEARCH DESIGN</b> , <b>Benjamin Schneider</b> , Michigan State University, Chair.  Participant: <b>Robert M. Guion</b> , Bowling Green State University. Social Judgment and Latent Trait Theories Applied to Job Evaluation (16).
<b>2:00-3:00</b> <b>International West</b>	<b>DIVISION 14 PROFESSIONAL PRACTICE AWARD</b> , <b>Ann Howard</b> , American Telephone and Telegraph Company, Morristown, New Jersey, Chair.  Participant: <b>Carl E. Frost</b> , Michigan State University. (Recipient)
<b>3:00-4:00</b> <b>International West</b>	<b>DIVISION 14 BUSINESS MEETING</b> , <b>Arthur C. MacKinney</b> , Office of Academic Affairs, University of Missouri-St. Louis, Chair.
<b>4:00-5:00</b> <b>International West</b>	<b>DIVISION 14 PRESIDENTIAL ADDRESS</b> , <b>Richard J. Campbell</b> , American Telephone and Telegraph Company, Morristown, New Jersey, Chair.  Participant: <b>Arthur J. MacKinney</b> , Office of Academic Affairs, University of Missouri-St. Louis. Professional and Guild Issues Facing Division 14 (16).
<b>5:00-6:00</b> <b>Jefferson</b>	<b>DIVISION 14 SOCIAL HOUR</b> .

WEDNESDAY, AUGUST 25, 1982

8:00-9:00 Caucus COFFEE HOUR: CURRENT FUNDING OPPORTUNITIES FOR I/O PSYCHOLOGISTS, **Bruce Meglino**, University of South Carolina, Chair.  
Participants:  
**Robert M. Sasmor**, U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, Virginia (16).  
**Martin A. Tolcott**, Office of Naval Research, Arlington, Virginia (16).  
**Joseph L. Young**, National Science Foundation, Washington, D.C. (16).

9:00-10:00 International Center POSTER SESSION I: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, **Naomi Rotter**, Department of Organization and Social Sciences, New Jersey Institute of Technology, Chair.  
Psychological Factors Related to Employee Theft in Convenience Store Industry, (16, 18) **William Terris**, DePaul University, and **John W. Jones**, London House Management Consultants, Inc., Park Ridge, Illinois.  
Managers' Pursuit of Individual and Organizational Goals, (16.1) **Stuart M. Schmidt**, Industrial Relations and Organizational Behavior Department, Temple University and **David Kipnis**, Temple University.  
Causal Analysis of Performance/Feedback/Satisfaction Relationships, (16.1) **E. Alan Hartman**, University of Wisconsin-Oshkosh, and **Mark A. Caruso**, Federal Express, Memphis, Tennessee.  
Moderators of the Relationship Between Job Satisfaction and Life Satisfaction (16, 32.1) **Robert W. Rice**, **Dean G. McFarlin**, and **Raymond G. Hunt**, State University of New York at Buffalo, and **Janet P. Near**, Indiana University.  
Work and Nonwork: An Analysis of Personal Meaning, (16.3) **Steven M. Anthony**, University of Illinois at Chicago, and **Robert W. Rice**, State University of New York at Buffalo.  
Mobley et al. Turnover Model: Review and Reanalysis of Existing Data, (16.1) **Anthony Dalessio**, University of Missouri-St. Louis, and **William H. Silverman** and **John R. Schuck**, Bowling Green State University.  
Mobley's Turnover Model: Job Involvement and the Withdrawal Cognition Process, (16.1) **Louis C. Buffardi** and **Kathleen Starmann**, George Mason University.  
Social Support from Home: Moderator of Job-Related Stress for Managers, (16.1, 33) **Patricia A. Parham**, American Institutes for Research, Washington, D.C.  
Social Support, Job Stressors and Employee Strains Among Hospital Nurses, (33) **Gary M. Kaufmann**, Michigan Department of State Police, East Lansing, Michigan, and **Terry A. Beehr**, Central Michigan University.  
Criterion Aggregation in Personality Research: Self-Esteem and Goal Setting, (16, 21) **Seymour Adler**, Management Science Department, Stevens Institute of Technology, and **Howard M. Weiss**, Purdue University.  
Work Alienation—Involvement: Scale Construction, Validation, and a Developmental Model (16, 32.1) **Joel M. Lefkowitz**, and **Mark Somers**, Bernard M. Baruch College, City University of New York.  
Influence of Assigned Goals on Subsequent Goal Levels and Performance, (16.1, 13.6) **Elizabeth A. Zubritzky**, **Elizabeth H. Cousins**,

and **Edwin A. Locke**, College of Business and Management, University of Maryland.

Alternative Work Schedules in Office and Nonoffice Work Settings, (16.1) **Raymond J. Kirk** and **H. David Barton**, Office of Personnel Management, Washington, D.C.

Comparison of Descriptions, Perceptual and Affective Ratings of Organizational Characteristics, (16.1) **Robert M. Robinson, Jr.**, Pennzoil, Inc., Houston, Texas, and **Edwin T. Cornelius, III**, College of Business Administration, University of South Carolina.

10:00-12:00 Jefferson East SYMPOSIUM: CONTEXTUAL, INTERPERSONAL, COGNITIVE PROCESSES IN PERFORMANCE APPRAISAL: NEW THEORETICAL PERSPECTIVES, **Peter W. Dorfman**, New Mexico State University, Chair.

Participants:

**Lawrence H. Peters**, School of Administrative Sciences, Southern Illinois University-Carbondale. Embedding Performance Appraisal Within an Organizational Context (16.1).

**Kenneth N. Wexley**, Michigan State University. A Conceptual Model of Performance Appraisal: Critical Manager-Subordinate Interrelationships (16.1).

**Walter C. Borman**, Personnel Decisions Research Institute, Minneapolis, Minnesota. Implications of Personality Theories for the Ratings of Work Performance (16.1).

**Peter W. Dorfman**, New Mexico State University. Network and Schema Representations of Knowledge: Implications for Performance Appraisal (16).

Discussants:

**Jack Feldman**, Department of Management, University of Florida.

**Gary Latham**, G. P. Latham, Inc., Seattle, Washington.

12:00-1:00 Cabinet SYMPOSIUM: COMMUNICATION AND PERFORMANCE IN THE REAL WORLD, SIMULATION AND LABORATORY, **Ira T. Kaplan**, U.S. Army Research Institute, Ft. Leavenworth, Kansas, Chair, and **William Metlay**, Hofstra University, Co-Chair.

Participants:

**Howard H. Greenbaum**, Department of Management, Hofstra University. Organizational Structure and Communication: An Appraisal of Workgroup Meeting Effectiveness (16.1).

**Randall S. Schuler**, Department of Management, University of Maryland. Role Perception Transactional Process Model for Organizational Communication-Outcome Relationships (16.1).

**Ira T. Kaplan**, U.S. Army Research Institute, Ft. Leavenworth, Kansas. Communication and Performance of Battalion Command Groups in Simulated Combat (19).

**William Metlay**, Department of Psychology, Hofstra University. Communication and Performance: An Experimental Approach (32.5).

Discussant:

**Cal W. Downs**, Communication Research Center, University of Kansas, Lawrence, Kansas.

1:00-3:00  
**Georgetown** SYMPOSIUM: PRODUCTIVITY IMPROVEMENT: NEW DIRECTIONS FOR THE 1980s, **Wayne F. Cascio**, College of Business and Administration, University of Colorado-Denver, Chair.

Participants:

**Duane Kujawa**, School of Business Administration, University of Miami. Productivity: Implications of the Japanese Experience for American Management (16.1).

**Tappas Sen**, American Telephone and Telegraph Company, Morristown, New Jersey. Labor-Management Cooperation: Problems and Opportunities (16.1).

**Jerry Walker**, Bell Laboratories, Piscataway, New Jersey. Impact of Human Performance Engineering on Productivity Improvement (16.3).

**John Campbell**, University of Minnesota. Contributions of I/O Psychology to Productivity Improvement (16).

Discussant:

**Karlene Roberts**, School of Business Administration, University of California-Berkeley.

3:00-4:00  
**Georgetown** PANEL DISCUSSION: SUCCESS, FAILURE AND TRAGIC FLAWS AMONG HIGH-LEVEL EXECUTIVES: RECENT FINDINGS, **Allen I. Kraut**, IBM Corporation, Armonk, New York, Moderator.

Participants:

**V. Jon Bentz**, Sears Roebuck & Company, Chicago, Illinois.

**David P. Campbell**, Center for Creative Leadership, Greensboro, North Carolina.

4:00-6:00  
**Monroe** SYMPOSIUM: PRODUCTIVE WORK TEAMS AND GROUPS: MODELS AND METHODS FOR RESEARCH, **James M. LaRocco**, National Naval Medical Center, Bethesda, Maryland, Chair.

Participants:

**Deborah Gladstein**, Amos Tuck School of Business Administration, Dartmouth College. Task Group Structure, Process and Performance (16.1).

**Paul S. Goodman** and **Robert Atkin**, Graduate School of Industrial Administration, Carnegie-Mellon University. Models of Group Performance (16.1).

**Charles A. O'Reilly**, School of Business, University of California-Berkeley, and **David F. Caldwell**, Department of Management, University of Santa Clara. Group Norms and the Productive Work Group (16.1).

**J. Richard Hackman**, School of Organization and Management, Yale University. On Knowing What is Going on in Task-Oriented Groups (16.1).

THURSDAY, AUGUST 26, 1982

8:00-9:00  
**Caucus** COFFEE HOUR: CONVERSATION WITH **J. RICHARD HACKMAN**, **Angelo S. DeNisi**, College of Business Administration, University of South Carolina, Chair.

Participant:

**J. Richard Hackman**, Yale University (16).

8:00-12:00  
**Kalorama** DIVISION 14 INCOMING EXECUTIVE COMMITTEE MEETING, **Richard J. Campbell**, American Telephone and Telegraph Company, Morristown, New Jersey, Chair.

9:00-10:00  
**International Center** POSTER SESSION II: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY: **H. Peter Dachler**, St. Gallen University, St. Gallen, Switzerland, Chair.

A Proposed Methodology for Evaluating Managerial Training Programs, (16.1, 18.1) **Nancy S. Reed**, George Mason University, and **Donald L. Grant**, University of Georgia.

Increasing Technical Training Efficiency: Peer Training via Computer-Assisted Instruction, (16.1, 10.2) **Dennis L. Dossett** and **Patti Hulvershorn**, University of Nebraska at Omaha.

Mentoring Relationships in Organizations: An Empirical Study, (16.1) **Elizabeth Alleman**, The University of Akron.

Face Validity and Empirical Validity as Determinants of Selection Decisions, (16.1) **Paul R. Sackett** and **George F. Dreher**, School of Business, University of Kansas.

Problems in Assessing Adverse Impact: 80% Rule and Statistical Significance, (16.1) **Anthony Dalessio**, University of Missouri-St. Louis.

The Age Stereotype Questionnaire: Instrument for Measuring Age Related Bias, (16) **Marilyn A. Morgan**, The Wharton School, University of Pennsylvania.

Level Effects in Estimating Standard Deviation of Job Performance, 916) **Robert S. Mayer**, Wayne State University.

A Job-Component Approach to Management Evaluation and Placement, (16) **Robert F. Ard**, Chicago and North Western Transportation Company, Chicago, Illinois.

Validity Reconsidered: The Usefulness of Personality Measures in Personnel Selection, (16, 21.2) **Catherine M. Busch** and **Robert Hogan**, The Johns Hopkins University.

A Successful Application of Component Validation, (16.1) **C. L. Holland** and **Warren S. Blumenfeld**, Georgia State University.

An Empirical Derivation of the Dimensionality of Task Perceptions, (16, 13.7) **Eugene F. Stone**, Department of Management and Organizational Behavior, New York University, and **Hal G. Gueutal**, School of Management, Rensselaer Polytechnic Institute.

A Comparison of Methods Used to Select Job Analysts, (16) **Thomas M. Stutzman**, Rensselaer Polytechnic Institute, and **Samuel B. Green**, Auburn University.

Classification Accuracy and Field Acceptability of Seven Job Evaluation Approaches, (16.1) **Luis R. Gomez-Mejia**, Management Department, University of Florida, and **Ronald C. Page** and **Walter W. Tornow**, Control Data Corporation, Minneapolis, Minnesota.

Utilization of Multidimensional Scaling in an Applied I/O Setting, (16.1, 18.2) **Chris W. Hornick**, City of Aurora, Aurora, Colorado, and **Walter S. Booth**, Multidimensional Research Associates.

## OVERVIEW OF DIVISION 14 PROGRAM

	MONDAY August 23	TUESDAY August 24	
8:00 to 9:00	Coffee Hour: I/O-O/B Graduate Student Conference and Presentation of the Robert Wherry, Sr. Award. Benney (chair), Bodian, Sokol, Henne, Musicante (participants), Caucus	Coffee Hour: Alternatives in Graduate Education of I/O Psychologists. Stagner (chair), Mayer, Landau, Sutton, Van De Voort, Bowen (participants), Katzell (discussant), Map	Coffee Hour: Opportunity Meglio, Young (participants), Young (discussant)
9:00 to 10:00	Symposium: The Adoption, Implementation, and Routinization of Organizational Innovations. Schmitt (chair), Emshoff, Gottschall, Rothman, Nickel, Blakely (participants), Mohr (discussant), Monroe Room	Symposium: Current Perspectives on Job Applicant Training and Work Experience Evaluation. Ash (chair), Arvey, Levine, Cornelius, Van De Voort (participants), Johnson (discussant), Jefferson East	Poster Session: Internal or External
10:00 to 11:00		Open Forum with the Div. 14 Long Range Planning Committee. R. J. Campbell (chair), Thoroughbred	Symposium: Cognitive Perspectives on Appraisal. Dorn, Borman, Feldman, Johnson (participants), Jefferson East
11:00 to 12:00	Symposium: Training Needs Assessment: For What Purposes? Wexley (chair), Ford, Klimoski, Macey (participants), Goldstein (discussant), Monroe Room	Symposium: Psychological Effects of Job Conditions. Tushman (chair), Flanagan, von Haller Gilmer, Hamilton, Phillips (participants), Jefferson West	
12:00 to 1:00		Division 14 S. Rains Wallace Dissertation Award Presentation. Schmidt (chair), Pearlman (recipient), International West	Symposium: Performance Appraisal and Selection (co-chairs, Kaplan, M. (discussant), Jefferson East)
1:00 to 2:00	Invited Address: Measuring Employee Motivation. Ronen (chair), Katzell (speaker), International West	Division 14 James McKeen Cattell Award Presentation for Research Design. Schneider (chair), Guion (recipient), International West	Symposium: New Directions (char., K. Canbolat J. (discussant), Jefferson East)
2:00 to 3:00	Symposium: Women, Work, Wages: Commentary on National Academy of Sciences Report. Quaintance (chair), Gottfredson, McCormick (participants), Tenopyr (discussant), Georgetown	Division 14 Professional Practice Award. Howard (chair), Frost (recipient), International West	
3:00 to 4:00	Symposium: What's New in I/O Psychology Abroad. Bass (chair), Heller, Vansina, Gill, Wipert, Dachler (participants), Monroe Room	Division 14 Business Meeting. MacKinney (chair), International West	Panel Discussion and Practice Executives (moderator, participant)
4:00 to 5:00		Division 14 Presidential Address. R. J. Campbell (chair), MacKinney (speaker), International West	Symposium: and Groups: Research and Goodmanson (participants)
5:00 to 6:00	Div. 14 Outgoing Executive Committee Meeting. MacKinney (chair), Jackson Room	Division 14 Social Hour, Jefferson Room	
6:00			

## INSTRUCTIONS FOR AUTHORS

FRIDAY  
August 27

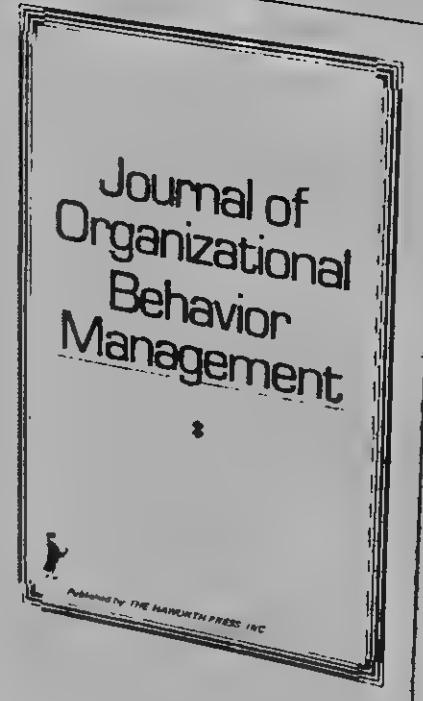
III. Cognitive Approaches of Performance Appraisal: Practical Findings. DeNis, Bernardin, Cafferty, Cooper (participants), Feldman, Johnson (discussants), Georgetown

IV. Issues in Appraising Talent Potential. Moses, Messick, Hakel (participants), Hollenbeck (discussants), West

V. Further Applications of Trait Theory to I/O Psychology Problems. Ironson, Beckase, Ironson, Levine, Linn (participants), Linn (mod.), Hemisphere

VI. The Many Faces of Motivation. Grant (chair), Huberty, Mendoza, Murphy (participants), Tenopyr (mod.), Georgetown

VII. Implementing Validity in a Large Organization. Hawk, Droege, W. Campbell, McKinney (participants), Cabinet



### EDITOR:

**Lee W. Frederiksen, PhD**  
Associate Professor of Psychology and  
Director, Psychological Services Center  
Department of Psychology  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061



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## ABOUT THE JOURNAL:

The purpose of *JOBM* is to serve as a tool for improving productivity and the quality of working life. This will be accomplished by publishing original articles that have applied significance for the management of behavior in all types of organizational settings.

Organizational behavior management (OBM) is the application of behavior analysis to significant organizational concerns. It is characterized by active attempts to improve productivity or the quality of working life rather than simply describing current conditions. OBM is also data oriented, relying on demonstrations of effectiveness rather than opinion or speculation.

Five types of articles will be published in the *Journal*: *Research Articles* which present experimental data of applied significance. Studies will typically be conducted in the workplace rather than in analogue settings; *Case Studies* which present applications of OBM in organizational settings. Preference will be given to studies representing extensions of OBM to new situations, new behaviors, or new types of organizations. While it is recognized that stringent experimental control is difficult to obtain, case studies should present data describing outcomes and benefits of the intervention. *Review Articles* of substantive areas of the literature. These reviews may concentrate on areas traditionally associated with OBM or may review more traditional literatures from an OBM perspective; *Discussions* of critical issues in OBM research, practice, or training. These papers should stimulate development of the field or highlight important concerns; *Reviews* of books, films, or programs will also be published.

Articles will be considered in a wide range of topic areas. Some representative areas of current interest include:

- The effects of feedback systems with special emphasis on identifying parameters that make systems effective.
- The use of job aids.
- The exploration of stress, health, and employee productivity.
- Procedures for managing absenteeism, tardiness, and turnover.
- The evaluation of programmed instruction, behavioral modeling and computer aided instruction.
- Use of self management procedures in organizational settings.
- The use of incentives, both monetary and nonmonetary, in improving productivity. Special emphasis is placed on the schedules of reinforcement and how they impact on the effectiveness of incentives.
- Investigations of organizational systems and structure and their impact on behavior.
- The side effects, both positive and negative, of OBM interventions.
- The application of OBM to organization-wide interventions.
- The development, refinement, and evaluation of procedures for implementing organizational changes.
- The application of OBM to management level personnel.
- The experimental evaluation of employee satisfaction and its relationship to productivity.
- Employee safety.
- Novel applications of OBM.

## PROGRAM FOR THE 1982 CONVENTION

		WEDNESDAY August 25	THURSDAY August 26	FRIDAY August 27
8:00 to 9:00	Coffee Hour I: Conference an Robert Wherry Bodan, Sokol (participants) Cau	Dr. Current Funding Issues for I/O Psychologists Carl Sasmor, Tolocot, (participants), Caucus	Div. 14 Incoming Executive Committee Meeting R J Campbell (chair), Kalorama	Coffee Hour: Conversation with J. Richard Hackman, DeNisi (chair), Hackman (speaker), Caucus
9:00 to 10:00	Symposium: T plementation, & of Organization Schmitt (chair); Gottschalk, Ho Blakely (partic (discussant), N	Session I. Rotter (chair), Center		Poster Session II. Dachler (chair), International Center
10:00 to 11:00		Contextual, Interpersonal, processes in Performance New Theoretical Perspec Un (chair), Peters, Wexley, Fitzman (participants), Ham (discussants), PSI		Poster Session III. Zalesny (chair), International Center
11:00 to 12:00	Symposium: T Assessment I Wexley (chair), Macey (partic (discussant), N		Symposium: Effects of New Forms of Technology on Individuals and Organizations. Goodman (chair), Sutton, Gutek, Quinn, Argote (participants), Nieve (discussant), Georgetown	Symposium: Issues in Appraising Management Potential Moses (chair), Lyness, Hakel (participants), Borman, Hollenbeck (discussants), Jefferson West
12:00 to 1:00		Communication and in the Real World, Simula tory Kaplan, Metlay, Greenbaum, Schuler, Dyer (participants), Downs Cabinet		Symposium: Further Applications of Latent Trait Theory to I/O Psychology Problems. Ironson (chair), Reckase, Ironson, Levine, Lissak (participants), Lissak (discussant), Hemisphere
1:00 to 2:00	Invited Address: Employee Motiv (chair), Katzell International W	Productivity Improvement Strategies for the 1980s Cascio W., Sen, Walker, J. P. (participants), Roberts Georgetown	Symposium: Applications of Causal Modeling. Jackson (chair), Bentler, Chrisjohn, Jackson, Reddon (participants), Bagozzi (discussant), Jefferson East	Symposium: The Many Faces of Cross-Validation. Grant (chair), Hornick, Huberty, Mendoza, Murphy, Schmitt (participants), Tenopyr (discussant), Georgetown
2:00 to 3:00	Symposium: W Commentary or Sciences Repor Gottfredson, M Tenopyr (discus			
3:00 to 4:00	Symposium: W Psychology Ab Heller, Vansina, Dachler (partic Room	Symposium: Success, Failure Laws Among High-Level Recent Findings Kraut Bertz, D. P. Campbell Georgetown	Invited Address: Levine (chair), J. P. Campbell (speaker), Monroe Room	Symposium: Implementing Validity Generalization in a Large Organiza tion. Schmidt (chair), Hawk, Droege, Hunter, H. W. Campbell, McKinney (participants) Cabinet
4:00 to 5:00		Productive Work Teams Models and Methods for Workforce (chair) Gladstein, Reilly, Hackman Monroe Room	Symposium: Methods for Investigating the Rating Process Banks (chair), Flegen, Jacobs, Landy, Banks (participants), Zedeck (discussant), Monroe Room	
5:00 to 6:00	Div. 14 Outgoing Executive Committee Meeting. MacKinney (chair) Jackson Room			
6:00				

<b>10:00-11:00 International Center</b>	<b>POSTER SESSION III: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</b> , <b>Mary Zalesny</b> , Michigan State University, Chair. Managerial Decision Making: The Effects of Structuring Controversy and Consensus, (16.1, 32.5) <b>Dean Tjosveld</b> and <b>R. H. George Field</b> , Department of Business, Simon Fraser University. Correlates of Rater/Ratee Reactions to a Performance Appraisal System, (16.1) <b>Robert J. Vance</b> , The Ohio State University, and <b>Peter S. Winne</b> and <b>E. Scott Wright</b> , Old Dominion University. Student-Recruiter Differences in Questioning Strategy in Selection Interview Simulation, (16.1) <b>Paul R. Sackett</b> , School of Business, University of Kansas. The Relationship Between Union and Organizational Commitment: Dual Loyalty Reexamined, (16.1) <b>Cynthia V. Fukami</b> , School of Management, State University of New York at Buffalo, and <b>Erik Larson</b> , Oregon State University. Structural Equation Models of Commitment and Career Intentions, (16.1) <b>Larry J. Williams</b> , Indiana University-Purdue University at Indianapolis. University Faculty Dispositions Toward Unionization: A Test of Triandis' Model, (16.1) <b>James R. Terborg</b> , <b>Thomas G. Swenson</b> , and <b>Joyce E. Falkenberg</b> , Graduate School of Management, University of Oregon. Effects of Rating Purpose and Rater Self-Esteem on Performance Ratings, (16.1) <b>Karen A. Couture</b> and <b>Janet L. Barnes-Farrell</b> , Purdue University. Development and Format Considerations for Behavioral Rating Scales, (16.1, 18.2) <b>Calvin C. Hoffman</b> and <b>Dennis L. Dossett</b> , University of Nebraska at Omaha. Attributional Confidence for Success Versus Failure, (16.3, 16.1) <b>Robert E. Wood</b> , Organizational Behavior and Industrial Relations Department, University of Maryland, and <b>Terence R. Mitchell</b> , University of Washington. Academic-Based Managerial and Technical Assistance to Small Businesses, (16) <b>James G. Emshoff</b> , <b>David Roitman</b> , and <b>William S. Davidson</b> , Michigan State University. Process Variables and Performance Appraisal: An Examination of Weighting Strategy, (16, 18) <b>Lawrence S. Kleiman</b> , University of Tennessee at Chattanooga, and <b>Robert H. Faley</b> , Purdue University. Ageism as a Factor in the Managerial Decision-Making Process, (16.1) <b>Tanya C. Clemons</b> and <b>Jo Ann Lee</b> , Louisiana State University.
<b>11:00-1:00 Georgetown</b>	<b>SYMPOSIUM: EFFECTS OF NEW FORMS OF TECHNOLOGY ON INDIVIDUALS AND ORGANIZATIONS</b> , <b>Paul S. Goodman</b> , Graduate School of Industrial Administration, Carnegie-Mellon University, Chair. Participants: <b>Robert I. Sutton</b> and <b>Daniel R. Denison</b> , The University of Michigan. Implications of Computer Revolution for Recalcitrant Problems in Organization Theory (16). <b>Barbara Gutek</b> , Claremont Graduate School. Office Automation: Methodological Issues (16, 18). <b>Robert P. Quinn</b> and <b>Robert W. Marans</b> , Institute for Social Research. Employee's Responses to Office Design and Technology (16).

<b>1:00-3:00 Jefferson East</b>	<b>Linda Argote</b> , <b>Paul S. Goodman</b> , and <b>David Schkade</b> , Graduate School of Industrial Administration, Carnegie-Mellon University. Effects of Introducing a Robot on Individuals and Organizational Structures (16). Discussant: <b>Veronica Nieve</b> , Westat, Rockville, Maryland.
<b>3:00-4:00 Monroe</b>	<b>SYMPOSIUM: APPLICATIONS OF CAUSAL MODELING</b> , <b>Douglas N. Jackson</b> , The University of Western Ontario, Chair. Participants: <b>P. M. Bentler</b> , University of California-Los Angeles. Recent Developments in Multivariate Analysis with Latent Variables (18).
<b>4:00-6:00 Monroe</b>	<b>SYMPOSIUM: REFLECTIONS ON FIVE YEARS AS EDITOR OF JAP</b> (16), <b>Edward L. Levine</b> , University of South Florida, Chair. Participant: <b>John P. Campbell</b> , University of Minnesota.
<b>FRIDAY, AUGUST 27, 1982</b>	<b>SYMPOSIUM: METHODS FOR INVESTIGATING THE RATING PROCESS</b> , <b>Cristina G. Banks</b> , Department of Management, The University of Texas at Austin, Chair. Participants: <b>Daniel R. Ilgen</b> , Purdue University. A Person Perception View of Performance Appraisal: Some Methodological Issues (16).
<b>9:00-11:00 Georgetown</b>	<b>SYMPOSIUM: COGNITIVE APPROACHES TO STUDY OF PERFORMANCE APPRAISAL: SOME EMPIRICAL FINDINGS</b> , <b>Angelo S. DeNisi</b> , College of Business Administration, University of South Carolina, Chair. Discussant: <b>Sheldon Zedeck</b> , University of California-Berkeley.

Participants:

**H. John Bernardin, Karen Taylor, and Barry J. Riegelhaupt**, Virginia Polytechnic Institute and State University. Halo Error: The Role of Impressions and Priming (16, 18).

**Thomas P. Cafferty, Bruce M. Meglino, Angelo S. DiNisi, Kevin Williams, and Allyn G. Blencoe**, College of Business Administration, University of South Carolina. Search Strategies and Performance Appraisal Ratings (16).

**William H. Cooper**, College of Business Administration, Queen's University. Difficult Cognitive Tasks and Halo: Two Pairs of Studies (16).

**William E. Matte, Jr.**, The Standard Oil Company (Ohio), Cleveland, Ohio. An Experimental Investigation of Information Search in Performance Appraisal (16).

Discussants:

**Jack M. Feldman**, College of Business Administration, University of Florida.

**Jennifer Crocker**, Northwestern University.

**11:00-12:00  
Jefferson  
West**

**SYMPORIUM: ISSUES IN APPRAISING MANAGEMENT POTENTIAL**, **Joseph L. Moses**, American Telephone and Telegraph Company, Morristown, New Jersey, Chair.

Participants:

**Karen S. Lyness**, American Telephone and Telegraph Company, Morristown, New Jersey. Development and Use of the Management Potential Appraisal Plan (16).

**Milton D. Hakel**, The Ohio State University. Reliability and Race and Sex Bias in Appraisals of Potential (16, 18.1).

Discussants:

**Walter C. Borman**, Personnel Decisions Research Institute, Minneapolis, Minnesota.

**George Hollenbeck**, Merrill Lynch, New York, New York.

**12:00-1:00  
Hemisphere**

**SYMPORIUM: FURTHER APPLICATIONS OF LATENT TRAIT THEORY TO I/O PSYCHOLOGY PROBLEMS**, **Gail H. Ironson**, University of South Florida, Chair.

**Mark Reckase**, American College Testing Program, Iowa City, Iowa. The Feasibility of a Multidimensional Latent Trait Model (16, 18).

**Gail H. Ironson**, University of South Florida, and **Patricia Smith**, Bowling Green State University. Use of Item Response Theory in Scale Development (16, 18).

**Michael V. Levine**, Educational Psychology Department, University of Illinois-Urbana. Identifying Different Item Response Curves (16, 18).

**Robin I. Lissak**, University of Illinois-Urbana. Translating Psychological Measurement Instruments (16, 18).

Discussant:

**Robert Linn**, Educational Psychology Department, University of Illinois-Urbana.

**1:00-3:00  
Georgetown**

**SYMPORIUM: THE MANY FACES OF CROSS VALIDATION**, **Donald L. Grant**, University of Georgia, Chair.

Participants:

**Chris W. Hornick**, City of Aurora, Aurora, Colorado. A Monte Carlo Comparison of Six Methods of Multiple Regression (18).

**Carl J. Huberty and Janet C. Smith**, Department of Educational Psychology, University of Georgia. Validation in Group Membership Prediction (18).

**Jorge L. Mendoza**, University of Georgia. Point and Interval Estimation in Cross-Validation (18).

**Kevin R. Murphy**, New York University. Cost-Benefit Considerations in Choosing Among Cross-Validation Methods (18).

**Neal W. Schmitt**, Michigan State University. Formula Estimation of Cross-Validated Multiple Correlation (18).

Discussant:

**Mary L. Tenopyr**, American Telephone and Telegraph Company, Morristown, New Jersey.

**3:00-5:00  
Cabinet**

**SYMPORIUM: IMPLEMENTING VALIDITY GENERALIZATION IN A LARGE ORGANIZATION**, **Frank L. Schmidt**, U.S. Office of Personnel Management, Washington, D.C., Chair.

Participants:

**John Hawk**, U.S. Employment Service, Department of Labor, Washington, D.C. The Social Scientist as a Change Agent (16, 16.1, 18).

**Robert C. Droege**, U.S. Employment Service, Department of Labor, Washington, D.C. Background of USES Test Research (18).

**John E. Hunter**, Michigan State University. Dimensionality, Generalizability, Utility and Fairness of the GATB (18, 18.1).

**Herbert W. Campbell**, North Carolina Employment Security Commission, Raleigh, North Carolina. Operationalizing Validity Generalization (16.1, 18).

**Michael W. McKinney**, North Carolina Central University. Evaluating the Operational Use of Validity Generalization (18.1).

**Sessions Co-Sponsored by Division 14**

(Check your APA program for time and place)

**Division 13, Consulting Psychology:**

Human Tragedies in Organizational Behavior. **H. Meltzer**, Washington University, Chair.

Full Time Consulting: A Career Evolution. **Marianne McManus**, Chair.

New Perspectives in Team Consultation: Beyond the Traditional. **Judith Blanton**, Chair.

Does Consultation Work: Reviewing the Evidence. **Thomas E. Backer**, Human Interaction Research Institute, Chair.

Strategies and Methods Used in Research Consultation by Different Specialties. **Vytautas Bieliauskas**, Chair.

**Division 21, Society of Engineering Psychologists:**

Introducing Work-Processing into Organizations: Human Factors, Management and User Considerations. **V. Catano**, St. Mary's University, Chair.

**Division 5, Evaluation and Measurement:**

Measuring Managerial Potential Among Young Scientists and Engineers. **Donald Brush**, Chair.

Evaluation and Job Analysis. **Lorraine D. Eyde**, Chair.

Commemorative Hour Honoring the Late Robert J. Wherry, Sr. **Lorraine D. Eyde**, Chair.

#### Division 38, Health Psychology:

Behavioral Medicine at the Worksite: Hypertension, Screening, Labeling, and Treatment. **Jaqueline M. Dunbar**, Chair.

#### Division 29, Psychotherapy:

Occupational Clinical Psychology: An Update. **James Manuso**, Equitable Life Insurance Society, New York, New York, Chair.

#### Division 35, Psychology of Women:

Role Models in Women's Professional Development: How Do They Function. **Lucia Gilbert**, University of Texas-Austin, Chair.

Olga de Cillis Engelhardt of Division 14 will be featured in a symposium devoted to highlighting the contributions of eminent women to psychology. Jane Loevinger and Lillian Troll will also be featured. Psi Chi and APA's Committee on Women in Psychology are co-sponsors of the event.

#### Division 19, Military Psychology:

Quality of Life and Organizational Effectiveness in Military and Non-Military Environments. **Mar C. Butter**, Naval Health Research Center, San Diego, California, Chair. Women, Minorities and Equal Opportunity. **Edna J. Hunter**, U.S. International University, Chair.

Human Factors in Designing for and Training of Maintainers. **Dennis K. McBride**, U.S. Naval Air Development Center, Warminster, Pennsylvania, Chair.

Invited Address: Women in the Federal Service. **Sharon B. Lord**, Office of the Deputy Assistant Secretary of Defense for Equal Opportunity.

Paper Session: Leadership and Group Performance. **David L. Payne**, U.S. Air Force Human Resources Laboratory, Brooks Air Force Base, Chair.

#### Division 27, Community Psychology:

Community Psychology Goes to Work: A Call for Research and Intervention in the Workplace. **Brian Rasmussen**, American Federation of State, County and Municipal Employees, Washington, D.C., Chair.

#### Division 18, Psychologists in Public Service:

Psychologists in the Workplace: A Resource for Management and Employees. **Carol Limline**, U.S. General Accounting Office, Washington, D.C., Chair.

Short-term Policy Oriented Research and Evaluation: Opportunities and Dilemmas.

**James Statsman**, Aurora Associates, Inc., Washington, D.C., Chair.

#### Division 17, Counseling Psychology:

Application of Educational Counseling Skills to Industry. **Paul Pederson**, Syracuse University, Chair.

Counselor Training in the Work Place. **Janice Birk**, University of Maryland, Chair.

#### Division 34, Population and Environment:

The Use of Standardized Research Instruments in Environmental Evaluation. **Richard Wener**, Polytechnic Institute of New York, Chair.

The Impact of Office Environments on Workers' Attitudes and Behavior. **Stephen Margulis**, BOFTI, Buffalo, New York, Chair.

#### WHERRY COMMEMORATIVE HOUR

Wednesday, August 25, 1982 / 5:00-5:50 PM  
Lincoln West, Washington Hilton

#### 1982 OPEN FORUM

Let's hear from the membership! You pay the bills and allocate your ten Council votes to Division 14, so the LRP has arranged another opportunity for you to express your opinions, needs, objections, and whatever to members of the Executive Committee at the Convention.

Where and when? At the **Open Forum**, in the **Thoroughbred Room** at the **Washington Hilton, 10:30 A.M., Tuesday, August 24th**.

There will be plenty of seats and air time for those with points to make. This will be an Open Forum with limited formal input.

LRP has devoted much of its effort this year to implementing the Incorporation of the Division. Other topics we have considered include improving our representation on APA Boards and Committees, the Psy D, Financial Planning for the Division, minority representation in I/O psychology and the Division, and expansion of our International activities.

A number of issues before the Executive Committee are of considerable import to the membership, and they also would benefit from discussion at the Open Forum. Some examples are the revision of the E&T Guidelines, cross training of psychologists wishing to switch into I/O, a comparison of the Division 14 *Principles* and the *Uniform Guidelines*, BPA's proposal for the recognition of specialties, and the Division's report and position on Licensing.

Many committee chairs will attend. We hope to see you there too.

#### CE WORKSHOPS

(1) **PsycINFO** (Psychological Abstracts Information Services) will sponsor a CE workshop carrying 4 APA-approved Continuing Education credits during the APA Convention.

The four-hour workshop will provide an introduction to computerized literature retrieval, with emphasis on the application of online searching to research and clinical work. Discussion and online demonstrations will give attendees a practical knowledge of technology and terminology, the PsycINFO database, and the basic procedures involved in an online search.

The fee for advance registration is \$44; onsite registration will be \$54. To register for the workshop, contact APA's Continuing Education Program, Educational Affairs Office (202-833-7592). Questions concerning the course content may be directed to Susan Marleski, PsycINFO, at (800) 336-4980.

(2) **APA Preconvention Workshop on Consulting With Organizations**: This workshop, to be offered in Washington, D.C. on August 22 at the annual APA meetings, is designed for psychologists wishing to develop or improve their skills as organizational consultants. Special attention will be given to diagnosing an organizational client's readiness for consultation, and to *practice development* for consulting psychologists.

The workshop will be co-sponsored by the Search Institute in Minneapolis and the Consultation Research Program at the Human Interaction Research Institute in Los Angeles. Workshop coordinators will be Drs. **Merton Strommen**,

**Thomas E. Backer and Edward M. Glaser.** Backer and Glaser will discuss strategies for consulting, practice development, and typical problems encountered in work with organizations. Strommen will discuss effective organizational diagnosis, giving case examples from his ongoing work with a variety of community organizations.

This is the third annual workshop on organizational consulting sponsored by the Division of Consulting Psychology (Division 13). This year for the first time the workshop is also APA-approved for continuing education credit. Each participant will receive a resource notebook, including a bibliography of works relevant to the subjects the workshop covers. The workshop will be held from 9:00 a.m. to 4:00 p.m. at the Washington Hilton Hotel. For a descriptive brochure (including fees and registration details) please contact: **Ms. Meg Grant, Human Interaction Research Institute, 10889 Wilshire Blvd., Suite 1120, Los Angeles, CA 90024, 213/879-1373.**

(3) "Grantsmanship in Aging Research"—Division 20 American Psychological Association Preconvention Workshop; August 22, 1982; Washington, D.C. Workshop on developing research proposals for submission to federal funding agencies. Issues to be covered: The proposal submission and review process; agencies' program initiatives; suggestions for proposal development and critique of common proposal limitations. Fee \$30; 6 CE credits. Contact: **Dr. Sherry L. Willis, S-110 College of Human Development, The Pennsylvania State University, University Park, PA 16802. Phone: (814) 863-0241.**

(4) Master Lecture Series Explores Psychology and the Law: The growing involvement of psychologists in American courtrooms will be the focus of the 1982 Master Lecture Series at the 90th Annual Convention of the American Psychological Association in Washington, D.C. from August 23 to 27.

This special series of five lectures is aimed at keeping psychologists and other professionals up-to-date on developments involving the legal system's increasing reliance on psychologists in areas such as involuntary and criminal commitment, competency to stand trial, and the prediction of violent behavior. The series of two-hour lectures by leading psychologists and legal authorities will also examine the most recent legal challenges to psychological testing in education and industry, and will describe new psychological research into the extent of inconsistency in criminal justice decisions. A survey of the increasing number of laws and regulations affecting psychology will also be presented.

A service of APA's Continuing Education Program, the lectures will be presented each day from 10 a.m. to 12 noon in the Diplomat Room of the Shoreham Hotel. They will include:

*August 23: Psychological Abnormality and the Law—David L. Rosenhan, Ph.D., Stanford University*

*August 24: Order in the Court: Consistency in Criminal Court Decisions—Shari S. Diamond, Ph.D., University of Illinois-Chicago*

*August 25: Regarding Psychologists Testily: Legal Regulation of Psychological Assessment—Donald N. Bersoff, Ph.D., J.D., Ennis, Friedman, Bersoff and Ewing—Washington, D.C.*

*August 26: The Legal Regulation of Psychology—Bruce Sales, Ph.D., J.D., University of Arizona*

**August 27: The Prediction of Violent Conduct—John T. Monahan, Ph.D., University of Virginia**

The series of five lectures is offered by APA for 10 continuing education credits in psychology; no credit is awarded for single lectures. Participants who complete the series will have the option of entering their credits in the APA Continuing Education Registry for a small fee.

For a pre-registration form, contact **Rosemary Beiermann at the Continuing Education Office, American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036, telephone (202) 833-7560.** Fee for the series is \$15 and must be received with registration form by July 23. After that date, and space permitting, tickets will be available on-site for \$4 per lecture. Students with valid ID's will be admitted at no charge as space allows.

## APA CONVENTION PUBLIC AFFAIRS

On Sunday, August 22, Central Office will open its Washington building from 5-7 p.m. to visiting members. Staff representatives of the major programs will be available to brief members on APA projects and answer questions. A cash bar will be setup in the building. Some of the offices of interest that will be represented are the *APA Monitor*, National Policy Studies, Scientific Affairs, Professional Affairs, CHAMPUS, AAP, PsycINFO Services and Public Information. Shuttle buses will be running from the Sheraton and Washington Hilton Hotels to Central Office.

There will be two MEMBERSHIP SERVICES BOOTHS to answer members' questions, distribute APA literature and provide members with information on the activities of the Association. The booths will be staffed by Central Office personnel and will operate from Sunday through Thursday.

The Marketing Department will have a "store" of APA publications and t-shirts in the Sheraton Washington, Vermont Room. For the first time, members can purchase journals, books, and other APA items on site.

STUDENT AFFILIATES are invited to Central Office on Monday, August 23 from 5-7 p.m. to discuss a formal organization to which student concerns may be brought and through which students can learn about APA activities.

Three PUBLIC LECTURES are planned for members and the general public. Speakers were invited on the basis of their likely appeal to members and the events are open to the public as a means of involving the local community in the Convention. The lectures are:

- (1) Dennis S. O'Leary, George Washington University  
"Communicating With the Media in A Crisis Situation"  
Tuesday, August 24, noon-1 p.m.  
Sheraton Washington, Richmond-Arlington Room
- (2) Lee Salk  
"Meeting the Mental Health Needs of Children, Youth and Families"  
Wednesday, August 25, 2-3 p.m.
- (3) Bernice L. Neugarten, Northwestern University  
"Successful Aging"  
Thursday, August 26, noon-1 p.m.  
Washington Hilton, Jefferson Room West

## APPLIED BEHAVIOR ANALYSIS

JUDITH L. KOMAKI

### Summer Reading

Summer 1982 brings three edited books about the applied behavior approach in work settings:

- *Handbook of Organizational Behavior Management*.

Edited by Lee Frederiksen at Virginia Tech; (Published by Wiley.)

- *Industrial Behavior Modification*.

Edited by Richard O'Brien at Hofstra, Alyce Dickinson, formerly at the New York State Office of Court Administration, and Michael Rosow of the Work in America Institute; (Published by Pergamon.)

- *Current Topics in Organizational Behavior Management*.

Edited by Philip Duncan at Drake University; (Published by Haworth as a book and a special edition of the *Journal of Organizational Behavior Management*.)

Billed as "a single-source guide to the principles, procedures, and uses of behavior management," the *Handbook* contains 20 chapters divided into four major sections. Part I places the field in historical perspective, outlines its underlying assumptions, and reviews common misconceptions and ethical concerns. Part 2 focuses on techniques for analyzing and assessing behavior and evaluating effectiveness. Part 3 discusses the techniques used in the management of behavior, ranging from self-management to approaches for entire organizational systems. The final part reviews specific applications of the behavioral approach to important areas such as productivity and safety. The authors include: I/O psychologists, Gary Latham and Bill Scott; behavioral psychologists, Beth Sulzer-Azaroff and Jon Krapf; and in-house consultants, Bob Kempen of Western Electric and Bob Mirman of General Mills.

*Industrial Behavior Modification*, as the title indicates, focuses on industrial and business settings. Like the *Handbook*, this book progresses from general theory and methodology to descriptions of how the behavioral approach can be used in such areas as sales and stress and how it can be applied organization wide. In addition to including such pioneers as Dale Brethower, Tom Mawhinney, and Ted Aylon, the book describes how Edward J. Feeney and Associates and other behaviorally oriented consulting firms have continued to apply reinforcement principles in work settings since Feeney's seminal demonstration at Emery Air Freight in the late 60's.

Drawn from the 1979 Drake Conference, *Current Topics in Organizational Behavior Management* contains essays on such subjects as science and technology in organizations (Scott Wood) and managerial effectiveness (Judi Komaki). Some of the other contributors are authors of significant books in the field: Fred Luthans and Bob Kreitner, Tom Gilbert, and Larry Miller.

These three books not only cover the concepts and accomplishments of the recently emerging field of organizational behavior management, but they will doubtless help to shape its future development.

### Keep the Cards and Letters Coming

I enjoyed hearing from Don Grant at Georgia, Edmund Piccolino at Pepsico, Joel Wiesen at Massachusetts Division of Personnel Administration, and Barbara Lee at Control Data. I can now be reached at Purdue University, Dept. of Psychological Sciences, West Lafayette, IN 47907, (317) 494-6230.

## SPECIAL ANNOUNCEMENT

The Executive Committee of Division 14 has decided to begin work on development of a casebook on ethics for I/O psychologists. This casebook will be based on the recently revised APA ethical principles that appeared in the June 1981 issue of the *American Psychologist*. The casebook, when completed, will have specific examples of how APA's ethical principles apply to the work of I/O psychologists. What is needed now are some critical incidents or examples of situations in which an ethical dilemma would exist for an I/O psychologist. Thus, we are asking you, the membership of Division 14, to provide these specific examples. The examples should be fairly specific, but obviously, you should avoid using names or other information that would identify the individual(s) involved. We also need to know under which of the APA principles you think this situation belongs. Please take a few minutes and jot down the details of the situation in which either you were involved, or else, you have personal knowledge. Send these examples to Mickey Kavanagh, School of Business, SUNY-Albany, Albany, NY 12222.

## PSYCHOLOGY GROUPS NEED SUPPORT

Groups such as AAP, PLAN, and PDF need financial support to continue their activities on behalf of psychologists.

The Special Projects Committee of AAP needs funds to bring experts to Washington for several days at a time to work on specific legislation. Sometimes they must pay for such services which can easily cost as much as \$3,000 a week in some instances. At present, the committee is broke but has a number of pressing legislative issues which need to be addressed.

PLAN has been extremely successful in identifying and supporting congressional candidates who are sympathetic to psychology. In the last election, 80% of the candidates PLAN chose to support were elected. In order to be effective, PLAN must be able to contribute to individual campaigns. This does not buy them a vote but it does buy us a chance to present our case if the candidate is elected.

The Psychology Defense Fund has already established a good track record in its brief history. The funds raised have been used to support a variety of efforts which touch psychologists' lives as providers of service, as researchers, and as academicians. Write to APA for more information on each of these groups.

## DIVISION 14 MAKES RECOMMENDATIONS TO ABPP ON DIPLOMATE EXAMINATIONS

ANN HOWARD

On November 2, 1981, Division 14 received a request from the American Board of Professional Psychology (ABPP) for comments regarding their Diplomate examinations. Recommendations were sought relative to present requirements as well as the appropriateness of subspecialty examinations within I/O psychology.

A subcommittee of the Professional Affairs Committee (**Dick Reilly, Laurie Eyde, Joe Cutcliffe, and Ann Howard**) considered the matter and submitted a set of recommendations to the Executive Committee for approval. An important source of information was the report of the 1981 APA Directory data analysis, "Who Are the Industrial/Organizational Psychologists?" (see summary in May, 1982 issue of *TIP*). The recommendations, as amended and approved by the Executive Committee at their January, 1982 meeting, were as follows:

1. The scope of the ABPP examination should remain broad, covering topics within the whole of I/O psychology. No subspecialty examinations within I/O are recommended, although it is expected that a major emphasis of each examination will be in accordance with the candidate's own background and work sample.

*Rationale:* The Directory survey report had suggested two viable subspecialties within I/O Psychology: Personnel Psychology (the "I" of I/O) and Management and Organizational Behavior (the "O"). But for several reasons the subcommittee did not recommend subspecialty Diplomas in these two areas. First, it was felt that competent I/O psychologists should be able to apply multiple approaches and methods to solve organizational problems, which demands integration rather than separation within the field. Secondly, the Directory study indicated a fair amount of integration of the field by many who designate themselves as I/O psychologists. For example, those indicating General Personnel as their first subspecialty were most likely to indicate General Management and Organization as their second specialty, and vice versa. A final consideration was the small numbers now participating in the process (146 of the 2800 who gave I/O as their major field in the 1981 survey were Diplomates). Not only would small numbers make it costly and effortful to deal with two examinations, but two types of Diplomas spread so thinly might dilute their meaning and importance.

2. Engineering and Consumer psychologists seeking an I/O Diploma should be permitted to qualify provided they can demonstrate a broad I/O background.

*Rationale:* The APA Directory survey suggested strongly that each of these fields is a distinct specialty of its own, based on selection of subspecialties, graduate preparation, and relevant APA division membership. Hence, ABPP may eventually establish separate examination procedures for Consumer and Engineering Psychology. However, the Executive Committee did not want to invite a total separation from these groups. It seems advisable for them to be familiar with broad I/O issues and for I/O psychologists to be familiar with issues such as safety at work and consumer attitudes and behavior.

3. In most cases it is expected that the ABPP candidate will have a doctoral degree, but for some exceptional candidates this requirement should be waived.

*Rationale:* This recommendation was to permit Diplomating some exceptional individuals without doctorates who are recognized as outstanding professionals within I/O Psychology.

4. Although the I/O degree is desirable, a candidate should be able to qualify for ABPP without an I/O degree through relevant academic preparation, experience, and accomplishment.

*Rationale:* The Directory study showed that half of the I/O psychologists in the field would be eliminated from candidacy if an I/O degree were considered mandatory. Moreover, many examples of prominent I/O psychologists who do not have I/O degrees can be cited. In lieu of an I/O degree a candidate should be able to demonstrate mastery of the field through documented academic preparation, experience, and accomplishment.

5. Guidelines for evaluating what is or is not an acceptable academic background in lieu of an I/O degree should be based on the Division 14 Education and Training Guidelines. There may be a need for a comparable set of guidelines for acceptable I/O experience.

*Rationale:* In the absence of an I/O degree, there should be two routes to ABPP candidacy: academic background and experience. The E&T guidelines, presently under revision, are to date the best source of information for judging such preparation, but additional guidelines may also be needed.

6. An internship or supervised experience should not be required for candidacy for an I/O Diploma.

*Rationale:* Postdoctoral experience of a year or more under a qualified I/O psychologist is not practically feasible for many. For example, the Directory survey showed 19 states with less than 10 I/O psychologists.

The recommendations were sent to ABPP on February 11, 1982, prior to their Board meeting on March 6. A reply from ABPP President, **Doug Bary**, on April 7 indicated the decisions made to date in response to the Division 14 recommendations.

Well received was recommendation #1, that the examination remain broad. Other divisions had made similar recommendations, taken to represent a healthy reversal of the trend of a few years ago toward narrowly specialized examinations. Also accepted was recommendation #6, that internship and supervised experience not be required; one exception, however, was that those beginning independent consulting practice immediately after the degree without supervision would not be considered qualified candidates for the ABPP Diploma.

A recommendation that was flatly rejected was #3. ABPP does not want Diplomates who have not completed their training at the doctoral level.

The remaining three recommendations (#2, #4, and #5) were not conclusively addressed at the Board meeting, since their time was consumed with other matters. However, there were indications that the Board was sympathetic toward modifying the requirement of a doctorate specifically in I/O Psychology for the Diploma. It is hoped that that issue will be decided in Division 14's favor at a future Board meeting. In the meantime, those interested in the I/O Diploma whose doctorate is in a field other than I/O should ask for an exception to the present rule when they apply.

## COMPARISON OF THE GUIDELINES AND PRINCIPLES

C. J. BARTLETT, DONALD L. GRANT, and MILTON D. HAKEL

This document is prepared for the purpose of comparing the 1978 *Uniform Guidelines on Employee Selection Procedures* (*Guidelines*) and the 1980 *Division 14 Principles for the Validation and Use of Personnel Selection Procedures: Second Edition* (*Principles*). Since a number of groups have been preparing suggested *Guidelines* revisions on which Division 14 has been asked for comment, The Executive Committee felt that the most appropriate response was to restate the official position of Division 14 on these issues as represented by the *Principles*. It is recommended that the *Guidelines* be revised so as to be more consistent with the *Principles*, which represent relative to personnel selection the official consensus of the Division 14 Executive Committee.

The *Principles* and the *Guidelines* have been written for different purposes. The purpose of the *Principles* is to specify principles of good practice in the choice, development and evaluation of personnel selection procedures. The *Guidelines* have been written to specify the principles designed to assist organizations to comply with federal law prohibiting employment discrimination. As a result the *Guidelines* address a number of issues that are not addressed by the *Principles*. Among these are definitions of protected classes, employment discrimination, adverse impact, selection rates, alternative selection procedures and bottom line bases for selection. These issues are predominantly political or legal in nature, and thus are not addressed in the *Principles*. The *Guidelines* do not require that validity issues be met unless there is evidence of negative impact, and where there is evidence of negative impact validity may not be sufficient. The *Guidelines* require investigation of alternative predictors which may reduce such impact and investigation of fairness. The issue of validity or job relatedness is a central psychological issue in the *Principles*. While the *Guidelines* refer to three "types" of validity: criterion-oriented, content and construct, the *Principles* discuss different "strategies" and emphasize the unity of validity.

### Fairness

The issue of test fairness is addressed more directly in the *Guidelines* than in the *Principles*. Both indicate they do not advocate any particular definition of fairness, yet the *Guidelines* eventually come out quite specifically for the regression or Cleary definition. The *Principles* on the other hand do not endorse any definitions, nor do they call for studies of test fairness. However following the *Principles* will further the principle of fair employment, in that the best interest of employees, applicants and the public can be achieved by selecting by the most valid means available.

### Application

The application of the procedures recommended by the two documents differ to the extent that they are *minimum* or *ideal* standards. The *Guidelines* through the frequent use of the term, "essential" imply that they are *minimum* standards which must be achieved by all selection procedures, while the *Principles* indicate they are *ideals* to be strived for with the realization that not all will always be achieved.

### Job Analysis

Although neither document covers job analysis very thoroughly, the *Principles* do give more descriptive information, recognizing that there are different procedures. The *Guidelines* are fairly specific in what the final output of the job analysis should be; however the *Principles* emphasize that the choice of methodology should be related to the purpose.

### Criterion Related Strategies

The *Principles* have a more complete discussion on the selection of predictors and criterion, emphasizing the need to consider the job analysis. Although the *Guidelines* do discuss the selection, development and evaluation of criterion, they do not go into as much depth. The *Principles* include reliability, relevance and a broader discussion of contamination. The use of more objective measures and appropriate paper and pencil measures are permitted in the *Principles*. Both emphasize care in selection of the sample. The *Principles* include the need for adequate sample size, reliability and range necessary for adequate power. The *Guidelines* do not address power.

On the issue of statistical significance the *Guidelines* hold rigidly to the .05 level. The *Principles* acknowledge the conventional level of significance, but point out that professional standards have never insisted on a specific level as long as the level used is justified in advance. The appropriate adjustment of validity estimates for restriction in range or criterion unreliability is encouraged by the *Principles*, but not by the *Guidelines*. A final difference is the emphasis in the *Principles* on considering previous research and the replication of unusual findings.

### Content-Oriented Strategies

The *Principles* go into greater detail in the emphasis on relating the content to the job analysis. A major point is the acknowledgement of knowledges, skills and ability from the job analysis in the establishment of content validity in the *Principles*, whereas the *Guidelines* emphasize observable behavior as a basis for content.

### Construct-Oriented Strategies

Neither the *Guidelines* nor the *Principles* are explicit about the use of construct validity in evaluating selection procedures.

### Validity Generalization

The *Guidelines* do not really recognize the concept, but do discuss transportability when it can be documented that the job and populations are the same. The *Principles* recognize the recent findings and encourage more cross-situational research.

### Test Use

The *Principles* allow for ranking on any test under the usual circumstances, when regression is linear and there is appropriate variation in the predictor. The *Guidelines* on the other hand imply that there are only special circumstances in which ranking is allowable.

### Conclusions and Recommendations

Major discrepancies between the *Principles* and the *Guidelines* should be considered in any revision of the *Guidelines*. It must be recognized that the two documents have been written for different purposes. The *Principles* have

been written to specify standards of recommended professional practice. Although the *Guidelines* include recommendations for professional practice they also discuss issues of political and legal concern, such as protected classes, employment discrimination, adverse impact, selection rates, alternative selection procedures and bottom line bases for selection. In any revision of the *Guidelines* it is urged that political and professional issues be differentiated in order to make it clear that professional principles should be based upon scientific rather than political considerations.

#### Footnote

This comparison of the 1978 *Uniform Guidelines on Employee Selection Procedures* and the 1980 Division 14 *Principles for the Validation and Use of Personnel Selection Procedures: Second Edition* was conducted by a special task force consisting of the three listed authors. This document and its conclusions have been endorsed by the Executive Committee of Division 14. Jack Bartlett's graduate seminar in Personnel Selection was assigned the task of comparing the *Guidelines* and the *Principles*. The following graduate students are acknowledged: Elizabeth Berney, Lester Bodian, Stuart Crandell, Reinhard Diesner, Patrice Gilliam, David Meder, Gary Musicante, David Neumann, Jessie Rodner, Janice Rosenthal, Gary Skaggs, John Vanyur and Margaret Wagner.

### Legal Problems and Organizational Consulting

For a research project, I am collecting descriptions of legal issues organizational consultants encounter. Such legal issues may include:

- Client's organizational issues from which legal problems arise (for example, considering flextime variable work scheduling, legal questions of maximum daily hours of work);
- Client's legal problems, with organizational perspectives (for example, client under Affirmative Action court order, organizational survey feedback to locate sexual harassment problems);
- Legal questions concerning your relationship with your client(s);
- Legal questions concerning your relationships with your organizational consulting colleagues.

We wish to collect a broad range of cases based on: a) your personal experience; b) something you've heard about; or c) a hypothetical problem, perhaps something about which you've been wondering. Results of this study will be reported back to you.

Please send us a brief description of any organizational-legal situations you know of. Change the names for confidentiality. Include:

- Brief Description of the situation;
- Your "Title" for the case;
- The Organizational Issue;
- The Legal Problem;
- The Result;
- The Source of your knowledge (personal experience, hearsay, or hypothetical);
- Your Name, Address, and Phone.

Send the description to: **Law & Consultation Study (APA14), Elan Associates, Daniel Kegan, 600 S. Dearborn, #2010, Chicago, IL 60605.**

### Meetings: Past and Future

(1) The Greater Chicago Association of Industrial/Organization Psychology has recently been formed. Fifty-seven people attended the first meeting in November of 1981. **David Asper** and **Jan Blakslee** addressed the topic of Human Resources Planning from the perspectives of a strategic planner and a Human Resources executive. On March 29 **Ted Nagy** and **Philip Keckich** discussed the executive development programs in Borg-Warner and Inland Steel. **Russ Scalpone**'s topic for May 3 was "A Comparison of Different Approaches to Performance Management." The year closed on June 7 with a dinner and a presentation by **Robert Ard** of CNW Transportation Company entitled "A Job Component Approach to Management Evaluation and Placement." The organization is open to those with at least a masters degree and a professional career in the area of industrial/organizational psychology (broadly defined). Those within the Chicago vicinity who are not on our mailing list should contact **Tim Stein** at **Kearney: Management Consultants, 222 South Riverside Plaza, Chicago, Illinois 60606** or call (312) 648-0111.

(2) The Third Organization Development World Congress will be held October 4-7, 1983 in Dubrovnik, Yugoslavia. The theme of the Congress is "Improving The Quality of Life." For more information, contact **Don Cole, OD Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026.**

### The Third Annual National I/O & OB Graduate Student Convention

Conceived by a handful of graduate students at Ohio State University three years ago, the National I/O & OB Graduate Student Convention has developed into a successful, important annual event for students in Industrial/Organizational Psychology and Organizational Behavior throughout the United States and Canada. The Convention provides graduate students with the opportunity to share ideas and research, learn about other graduate programs and schools, and establish invaluable communication networks and friendships with professional peers. Each year the Convention is organized and run by a group of graduate students who devote their time and energy to ensuring the growth and continuance of the organization.

The Third Annual National I/O & OB Graduate Student Convention was held April 23-25, 1982 at the University of Maryland. Student reactions to the Convention are best summed up by a comment made in a letter to the Steering Committee from **Mary Ann Lahey** and the Kansas State Contingent: "We feel that the Convention activities, both academic and social, were a complete success...a tough act to follow." **Erich Prien** described the Convention as "...very impressive and if opened up I am sure would be in danger of being invaded by Division 14 members."

The 1982 Graduate Student Convention was attended by more than 175 graduate students from more than 50 programs. Convention highlights included:

- More than 60 symposia, paper, and poster presentations by graduate students.

- An invited address by **Edwin A. Locke** on the History and Future Direction of Goal-Setting Research and Theory.
- An invited address by **Victor H. Vroom** in which he reflected on the winding path of his own professional development.
- A workshop on Multi-Domain Job Analysis presented by **Erich Prien** of Memphis State University.
- A Mediation and Conflict Resolution Workshop by **Rebecca Williams** and **Frank Johnson** of the University of Maryland.
- A workshop on the Design and Management of Work Groups in Organizations presented by **J. Richard Hackman** of Yale University.
- A panel discussion on the continuing evolution of the Graduate Student Convention featuring Steering Committee members from Ohio State University, Michigan State University, and the University of Maryland.

The University of Maryland Convention Steering Committee (**Liz Berney**, **Les Bodian**, **Stu Crandell**, **Pat Gilliam**, **Rosalie Hall**, **Doug Henne**, **Pam Kidder**, **Gary King**, **Dave Meder**, **Gary Musicante**, **Dave Neumann**, **Dan Schechter**, and **Marc Sokol**) would like to express special thanks to the faculty of the I/O Psychology Program and the Organizational Behavior Program at the University of Maryland for their support and encouragement throughout the past year. We would also like to gratefully acknowledge the assistance of the following individuals and organizations in ensuring the success of this year's Convention:

Academy of Management, OB Division  
 Lewis Albright  
 American Psychological Association,  
 Division 14  
 American Telephone and Telegraph  
 Company  
 Boeing Company  
 Center for Creative Leadership  
 Chesapeake and Potomac Telephone  
 Company  
 Control Data Corporation  
 Division of Behavioral and Social  
 Sciences, University of Maryland  
 Educational Testing Service  
 Exxon Company, USA

Graduate School, University of  
 Maryland  
 International Business Machines  
 Corporation  
 Organizational Behavior and Industrial  
 Relations Program, College of  
 Business and Management, University  
 of Maryland  
 Psychology Department, University of  
 Maryland  
 Standard Oil of Ohio  
 Steering Committee, 1981 National I/O  
 & OB Graduate Student Convention,  
 Michigan State University  
 Mary Tenopyr  
*TIP* (Shelly Zedeck)

The site selection committee (**Liz Berney** and **Doug Henne**, University of Maryland; **Ronnie Merrit**, Michigan State University; and **Dave Van de Voort**, Ohio State University) is currently in the process of reviewing proposals for next year's Convention. Presentations will be made at both the Academy of Management Convention and the American Psychological Association Convention this summer announcing next year's Convention. The I/O & OB Graduate Student Convention Symposium at the APA Convention will feature a report on the 1982 Convention and presentation by two winners of the Outstanding Paper Competition, including the winner of the Robert J. Wherry Memorial Award.

(Editor's Note: The February 1981 issue of *TIP* contained a report on the consent decree pertaining to the government's use of PACE in hiring civil service employees. The decree was to result in the phasing out of the PACE examination. The May 1981 and November 1981 issues of *TIP* contained *Washington Post* editorials that took issue with the decree. The following is the latest (and last?) *Post* editorial regarding PACE.)

FRIDAY, MAY 14, 1982

## Change of PACE

When the Carter administration negotiated—and the Reagan administration reluctantly accepted—a consent decree requiring abandonment of the competitive PACE exam for professional and administrative federal jobs, the civil service was left with few acceptable alternatives. The Office of Personnel Management has now decided on a replacement procedure that is probably the best that can be salvaged from what was essentially a bad agreement.

OPM has decided to abandon competitive testing for jobs previously covered by PACE for the next few years. There won't be many new federal hires. But if new recruits are needed, they will be selected from among black, white and Hispanic applicants in proportion to the numbers from each group that apply. Those selected will be given appointments outside the regular civil service. If they do well, after a year they will be eligible for promotion into regular jobs.

This probably doesn't strike you as a splendid way to develop and maintain a competent, merit-based civil service. It will be hard to curb favoritism in selecting applicants and even harder to ensure that strict and objective standards are applied in selecting candidates for subsequent promotion. It also establishes an unvarnished quota system for hiring certain minority groups—a precedent that is likely

to promote future claims for preference by other groups. But for all its flaws, the procedure is far preferable to OPM's only other real choice—rigging a test so as to produce a predetermined result.

The PACE exam—like the test that it replaced in 1975—had been attacked as discriminatory because blacks and Hispanics were less likely to pass it than whites. The consent decree, which became final last fall, required the government to replace the PACE exam with a procedure that would ensure that blacks, Hispanics and whites passed in roughly equal proportions. The dilemma that OPM faced was that, as a four-year study by the National Academy of Sciences recently concluded, no standardized aptitude test—however "unbiased"—is currently likely to come close to ensuring equal passing rates.

A host of historical and social factors can explain why members of certain minorities have, on average, lagged in developing those capabilities that are a good measure of likely performance in professional and administrative positions. Nonetheless, there are clearly many minority applicants able to perform specific federal jobs well. If the system can be made to work properly, letting candidates prove their abilities on the job—and making it easier to fire those who don't make the grade—is a reasonable way to give everyone an equal chance for a federal career.

## ANNOUNCEMENT

The 1978 *Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior* is no longer available. A 1982 version is currently being prepared and should be available in the Fall. Consult your future issues of *TIP* to find out how to obtain the extremely useful *Survey*.

## GOVERNMENT RESEARCH ACTIVITIES

LAUREL W. OLIVER

Over the last 10 years or so, increasing attention has been focused on adult career choice and development. Some large organizations, for example, have become aware of the need to track the career paths of their employees in order to identify the factors important at various career choice points. Knowledge of significant career variables enables an organization to enhance the career development of its employees and to maximize the contributions of the employees to the organization. These large organizations include not only corporations such as Sears and AT&T, but also the US Navy. Because of the Navy interest in adult career research, **Bob Morrison**, at the Navy Personnel Research and Development Center (NPRDC) in San Diego is able to supply us with the content for this column. The Navy is embarking on a major research project involving line officers. The project, which is entitled, "Military Officer Career Development and Decision Making: A Multiple-Cohort Longitudinal Analysis of the First Twenty-Four Years," is described below. If you have questions or comments, contact **Dr. Robert F. Morrison, NPRDC, San Diego, CA 92152, (714) 225-6803 or AUTOVON 933-6803.**

The past decade has witnessed an increased interest in the process of career development and decision making. Such interest has spawned an expanding theoretical literature that attempts to delineate the dynamic nature of career patterns within a life-span developmental framework. Given the complexity of the career construct, it is not surprising that empirical research lags far behind theoretical speculation. The present research was initiated to accomplish two major objectives. First, to provide an empirical contribution to the elaboration/modification of current career theory and second, to develop and evaluate applications derived from career theory in a large population of military officers representing one of the three major service branches. Following a comprehensive review of the literature related to career stage theory, career decision making, and career development, a general model is proposed. This model postulates that variations in career development patterns, career intentions, performance and continuance (turnover) with the organization will be a function of the interaction between individual, organization, social, and environmental factors over time. Following from this general model, testable hypotheses are discussed and a multiple-cohort longitudinal (repeated measures) design for data collection and analyses described. The subject population consists of approximately 26,200 active duty military officers representing 20 commissioning year groups and three major occupational sub-groups (communities). The procedures call for administration of an Officer Career Questionnaire (developed through extensive interviewing, participant observation, and policy analysis) to a sample of the population during 1981-82 and a readministration during 1985-86 (thus, a total career span of 24 years). Those who leave the organization between the first and second administration will be contacted and asked to complete the second questionnaire also. Following from the cross-sectional and longitudinal nature of this design, general data analytic techniques are proposed, to include descriptive, correlational (bivariate and multivariate), predictive and quasi-experimental procedures to test hypotheses at the individual, group, and organizational levels of analysis. It is suggested that the particular strengths inherent in this approach to the

study of military officer career issues are: (1) the efforts expended to insure ecological and construct validity, (2) the multiple-cohort, repeated measures design, and (3) the high degree of individual interest shown to date in the research, and the substantive support received from the sponsoring organization. Given these strengths, it is expected that results of this research will contribute substantially to knowledge regarding career development and human behavior in complex organizations.

If you have information on Government research activities you would like us to put in this column, please contact **Laurel Oliver, US Army Research Institute for the Behavioral and Social Sciences, 5001 Eisenhower Avenue, Alexandria, VA 22333, (202) 274-8293 or AUTOVON 284-8293.**

## PUBLIC RELATIONS COMMITTEE REPORT

JERRY NIVEN

The Committee has maintained a close relationship with APA this past year with the Chair's participation with the Public Information Committee. **Jim Outtz** has also served a liaison role with APA's Office of Public Affairs representing Division 14. Assistance was provided this office in the preparation of materials reflecting I/O Psychology for the APA Publication, *Careers in Psychology*. The public affairs office also continues to distribute the Division 14 publications *A Career in Industrial Organizational Psychology* and the *Industrial Organizational Psychologist*, which have been prepared by the Public Relations Committee. These publications have also been supplied to several state associations as models for the development of comparable publications.

**Frank Walker** has implemented and coordinated a new service designed to counsel prospective I/O students or psychologists from other disciplines interested in I/O careers. This service consists of putting a Division 14 member from the same geographical area in touch with the interested party. To date, **Nancy Abrams, Mike Beer, Dana Farrow, Jerry Niven, Laurel Oliver and John Proctor** have provided this service.

Psi Chi Chapter speakers continue to be requested at a moderate level.

**John Bernardin** has been coordinating this activity, **Bob Voytas, Val Markos and Tom Verney** are among those Division 14 members making presentations.

**Ed Robinson** and **Glenn Bassett** have been exploring possible methods for providing Division 14 members with materials for use in making presentations to business, governmental and other comparable groups on I/O topics. They are proposing that members who have made such presentations provide copies of their speech and/or presentation outline to Glenn. He in turn will package them by subject area with suggested outlines and visuals. Subsequent committee reports will indicate the nature and availability of these materials. Please send your inputs to **Glenn A. Basset, General Electric Company, Employee Relations, Fairfield, CT 06431.**

**Mark Lifter** and **Steve Wunder**, other Committee members, have explored possible audiences for I/O presentations and welcome your suggestions.

The Public Relations Committee will be combined with the Public Policy and Social Issues Committee this fall and this new committee will be known as the "External Affairs Committee." This action is a result of by-law changes which were approved by the membership.

# JOURNAL REVIEW SERVICE

R. F. BOLDT

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## EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Asay, A. B. Truth-in-testing legislation: A brief for the status quo. *Brigham Young Law Review*, 1980, 902-911. Identifies colleges or associations of colleges as the consumer and action agency for improving test validity; disclosure legislation therefore does not provide useful information for product improvement to the appropriate parties. (RFB)

Neuberger, E. K. Intelligence tests: To be or not to be under the Education for the Handicapped Children Act of 1975. *Northwestern Law Journal*, 1981, 76, 640-668. Discusses two cases, Larry P. v. Riles and Parents in Action on Special Education (PASE) v. Hannon, in which the judges reached differing conclusions on highly similar evidence and pleadings, but more importantly the article discusses the validation problems in educational placement as being different from those in employment. (RFB)

Risher, H., & Cameron, M. Pay decisions: Testing for discrimination. *Employee Relations Law Journal*, Winter 1981-82, 7(3), 432-453. Advocates a generalized statistical approach, as opposed to simply studying residuals from a linear regression, that includes careful selection of factors affecting pay (the arguments of the regression), use of dummy variables, useful transformations to enhance linearity, moderators, interactions and touches on the impact of comparable worth. (RFB)

Rossein, M. Sex discrimination and the sexually charged work environment. *Review of Law and Social Change*, 1979-80, 9, 271-305. Sexual harassment is defined and actionable instances are given and discussed as are many cases, the consequences of employers' knowledge of harassment, business necessity and BFOQ defenses, and liability and notice requirements. (RFB)

Smith, Jr. A. B., & Abram, T. G. Quantitative analysis and proof of employment discrimination. *U. of Ill. Law Review*, 1981(1), 33-73. Discusses economic and statistical concepts of discrimination, legal significance of statistical significance, data bases for hiring discrimination cases, relevant geographic areas, probative statistics for promotion, prediction models, tests of significance, multiple regression analysis and includes many references to cases. (RFB)

\_\_\_\_\_. Civil rights: Defendant's burden of proof in Title VII disparate treatment cases. *Washburn Law Journal*, 1981, 21, 143-149. Brief lucid discussion of the topic. (RFB)

\_\_\_\_\_. Empirical data and statistical analysis in labor law: a symposium. *U. of Ill. Law Review*, 1981, 1-180. Includes discussions of role of empirical evidence in developing law, empirical research in labor law, quantitative analysis and proof of employment discrimination. (RFB)

## MEASUREMENT

Ash, R. A. Job elements for task clusters: Arguments for using multi-methodological approaches to job analysis and a demonstration of their utility. *IPMA Public Personnel Management*, Spring 1982, 11(1). Within the confines of accepted professional practices and the Uniform Guidelines on Employee Selection Procedures, the author presents arguments for using multi-methodological approaches to job analysis and also offers a demonstration as to their utilization. (MR)

Barrett, G. V., Alexander, R. A., Doverspike, D., Cellar, D. & Thomas, J. C. The development and application of a computerized information-processing test battery. *Applied Psychological Measurement*, 1982, 6(1), 13-30. Describes development of and research on a battery of computerized information-processing tests as well as computerized preference measures (stimulus pace, stimulus variety, response variety), and points out some possible problems and needed research with these measures. (ARB)

Forsyth, R. A., & Ansley, T. N. The importance of computational skill for answering items in a mathematics problem-solving test: implications for construct validity. *Educational and Psychological Measurement*, 1982, 42, 257-263. Authors found little difference in Quantitative Thinking (ITED) item difficulties for two groups, one of which was allowed to use calculators, the other not. (LBP)

Hamdi, N., Knirk, F., & Michael, W. B. Differences between American and Arabic children in performance on measures of pictorial depth perception: implications for valid interpretation of test scores based on items reflecting dissimilar cultural content. *Educational and Psychological Measurement*, 1982, 42, 285-296. Authors compared performance of two culture groups on comparable pictorial items in American and Arabic settings. (LBP)

Hansford, B. D. & Hattie, J. A. The relationship between self and achievement/performance measures. *Review of Educational Research*, 1982, 52, No. 1, 123-142. Meta-analysis of 128 studies on school and college subjects. Relationship between self-concept and achievement was found to vary with factors such as ethnic affiliation, ability level, test used, and quality of study. (LBP)

Hogarth, R. M., (Ed.). Question Framing and Response Consistency. *New Directions for Methodology of Social and Behavioral Science*. No. 11, March 1982. Includes: discussion of the importance of question framing on decision-making; influence of wording in interrogating eyewitnesses; problem of standardization in surveys of heterogeneous populations. (LBP)

Knapp, L. & Knapp, R. P. Clustered occupational interest measurement based on sex-balanced inventory items. *Journal of Educational Measurement*, 1982, 19, 75-81. The authors compared the factor structure of sex-balanced activity interest items to an earlier factor structure, based on non-sex balanced items; results indicated no substantial change. (PGB)

Pieters, Jo P. M., & Van der Ven, Ad J. G. S. Precision, speed, and distraction in time-limit tests. *Applied Psychological Measurement*, 1982, 6(1), 93-109. Discusses and illustrates the use of three models to account for the effects of precision and speed (processing time and distraction time) in speeded (time-limit) tests. (ARB)

Plake, B. S., Ansorge, C. J., Parker, C. S., & Lowry, S. R. Effects of item arrangement, knowledge of arrangement, test anxiety, and sex on test performance. *Journal of Educational Measurement*, 1982, 19, 49-57. Using college statistics students as subjects, the authors found that males outperformed females on a mathematics test, but that a significant interaction indicated that males were especially likely to perform well given an easy-to-hard arrangement of items in the test; the discussion points out the need to consider the impact of item arrangement in test performance. (PGB)

Scheuneman, J. D. A new look at bias in aptitude tests. *New Directions for Testing and Measurement*, No. 12, 1981, 3-35. Author questions single-definition approach to evaluating test and item bias. Argues for considering differences in distance of item content from respondent's experience. (LBP)

Stricker, L. J. Interpersonal competence instrument: Development and preliminary findings. *Applied Psychological Measurement*, 1982, 6(1), 69-82. Describes development of and research on a measure of interpersonal competence based on evaluation of examinees tape-recorded replies to video-taped presentation of scenes of subordinate talking to superior in a business setting. (ARB)

Ward, W. C. A comparison of free-response and multiple-choice forms of verbal aptitude tests. *Applied Psychological Measurement*, 1982, 6(1), 1-12. Data suggested that discrete item types appear to measure essentially the same abilities regardless of the format in which the test is administered. (ARB)

Wardrop, J. L., Anderson, T. H., Hively, W., Hastings, C. N., Anderson, R. I., & Muller, K. E. A framework for analyzing the inference structure of educational achievement tests. *Journal of Educational Measurement*, 1982, 19, 1-18. Identifies five dimensions along which tests differ (test uses, item generation, item revision, assessment of precision, validation), and discusses the relationships among these dimensions; in particular, the article suggests that use of tests for measurement or differentiation requires corresponding differences along the remaining dimensions. (PGB)

Wild, C. L., Durso, R., & Rubin, D. B. Effect of increased test-taking time on test scores by ethnic group, years out of school, and sex. *Journal of Educational Measurement*, 1982, 19, 19-28. The authors show that increasing the time limit on an experimental GRE Aptitude Test does not lead to differential gains in scores on the basis of ethnic group, years since baccalaureate, or sex; rather, gains were small and consistent for all subgroups. (PGB)

## STATISTICAL METHODOLOGY

Cross, E. M. & Chaffin, W. W. Use of the binomial theorem in interpreting results of multiple tests of significance. *Educational and Psychological Measurement*, 1981, 42, 24-34. An alternative to the "reduced alpha method" is provided for interpreting significance when several tests of the same or similar hypotheses are used. The conditions of both dependent and independent statistical tests are considered. (LBP)

Ekbom, G. On testing the equality of proportions in the paired case with incomplete data. *Psychometrika*, 1982, 47, 115-118. Provides a formula for evaluating the differences in proportions where some observations are on common cases and some are independent. (LBP)

Hopkins, K. D. The unit of analysis: Group means versus individual observations. *American Educational Research Journal*, 1982, 19(1), 5-18. Suggests that use of group means when there is nonindependence among observational units is unnecessary, unduly restrictive, impoverishes the analysis, and limits the questions that can be asked in a study. The use of individual observations in such studies, using balanced ANOVA designs, also allows other questions pertaining to interaction and generalizability to be explored. (ARB)

Hubert, L. J. & Golledge, R. G. Matrix reorganization and dynamic programming: applications to paired comparisons and unidimensional seriation. *Psychometrika*, 1981, 46, 429-441. Provides alternative procedures for reordering columns and rows to establish order relationships. Alternative goals are considered. (LBP)

## ORGANIZATIONAL BEHAVIOR

Adelman, M. B. & Lustig, M. W. Intercultural communication problems as perceived by Saudi Arabian and American managers. *International Journal of Intercultural Relations*, 1981, 5, 349-363. The authors administered questionnaires to Saudi Arabian and American managers in Saudi Arabia, and found differences and similarities in perceived communication problems; implications for intercultural training are discussed. (PGB)

Buchanan, D. A. & Boddy, D. Advanced technology and the quality of working life: the effects of word processing on video typists. *Journal of Occupational Psychology*, 1982, 55, 1-11. Case study in an engineering consultancy showed that management

changes associated with conversion to electronic word processing had an adverse effect on the involvement of the typist in the work process. (LBP)

Cauble, Jr. G. H. Alternative to a Reduction in Force. *IPMA Public Personnel Management*, Spring 1982, 11(1), 68-71. The author explores a number of other possibilities that can and should be contemplated before a reduction in force is implemented or seriously considered. (MR)

Everett, J. E., Stening, B. W. & Longton, P. A. Stereotypes of the Japanese manager in Singapore. *International Journal of Intercultural Relations*, 1981, 5, 277-289. The study considered stereotypes of expatriate Japanese managers held by low-contact others, high-contact others, and the managers themselves. Significant differences in stereotypes were found and are discussed in terms of implications for multinational companies. (PGB)

Hawes, F. & Kealey, D. J. An empirical study of Canadian technical assistance: Adaptation and effectiveness on overseas assignment. *International Journal of Intercultural Relations*, 1981, 5, 239-258. A total of 160 Canadian technical advisors in six foreign countries were studied, with results indicating that transfer of skills to developing countries was inhibited by a lack of intercultural interactions. (PGB)

Wheat, R. A. The federal flexitime system: Comparison and implementation. *IPMA Public Personnel Management*, Spring 1982, 11(1), 22-30. The author defines terms, points out advantages and disadvantages of the flexitime system and discusses implementation procedures for the U.S. Department of Defense. (MR)

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